Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Massachusetts Curriculum Frameworks
Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language	
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language	
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language	

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]	
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6- 8.1.**	**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.**
INDICATOR	SLCA.6- 8.1.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.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	SLCA.6- 8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	**Grade 6 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.6.1.**	**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.**

INDICATOR	SL.6.1.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.)

INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	SL.6.	**Grade 6 Speaking and Listening Standards [SL]**

STRAND		**Presentation of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.6.4.**	**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.**

INDICATOR	L.6.4.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.

INDICATOR	L.6.4.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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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6-8.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE		**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE		**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE		**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE		**SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6- 8.1.**	**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.**
INDICATOR	SLCA.6- 8.1.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.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6- 8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	SLCA.6-8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	**Grade 6 Speaking and Listening Standards [SL]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.6.1.**	**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.**
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	SL.6.	**Grade 6 Speaking and Listening Standards [SL]**
STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.6.4.**	**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.**
INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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Massachusetts Curriculum Frameworks
Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE		**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.

STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA- ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6- 8.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6- 8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE		**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE		**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE		**SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6-8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	SLCA.6-8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Presentation of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	SLCA.6-8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	**SL.6.1.**	**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.**
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.

INDICATOR	L.6.4.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.

INDICATOR	L.6.4.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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Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	WCA.6-8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE		**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

FOCUS / COURSE		**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE		**SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	SLCA.6-8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	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 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.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RL.6.10.	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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.3.**	**Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.**

INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.6.1.**	**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.**
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.

INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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Language Arts
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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12. College and Career Readiness Anchor Standards for Writing**	

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12. College and Career Readiness Anchor Standards for Writing**	

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12. College and Career Readiness Anchor Standards for Writing**	

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12. College and Career Readiness Anchor Standards for Language**	

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
FOCUS / COURSE	**RCA-ST.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
FOCUS / COURSE	**WCA.6-8.**	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
FOCUS / COURSE	**WCA.6-8.**	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	**SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6-8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

FOCUS / COURSE	SLCA.6-8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Presentation of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	SLCA.6-8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

FOCUS / COURSE	**RL.6.**	**Grade 6 Reading Standards for Literature [RL]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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 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.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.6.10.	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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.6.1.	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.

INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	SL.6.	**Grade 6 Speaking and Listening Standards [SL]**
STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.

INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK- 12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**WCA.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge

| STANDARD /
CONCEPT /
SKILL | WCA.6-
8.8. | When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|---|---|---|

| FOCUS /
COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing

| STANDARD /
CONCEPT /
SKILL | WCA.6-
8.10. | Write routinely over extended time frames (time for 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. |
|---|---|---|

| FOCUS /
COURSE	SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD /
CONCEPT /
SKILL	SLCA.6-
8.1.	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.
INDICATOR	SLCA.6-
8.1.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.)
INDICATOR	SLCA.6-
8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

| FOCUS /
COURSE | SLCA.6-
8. | Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] |
|---|---|---|

STRAND		Comprehension and Collaboration
STANDARD /
CONCEPT /
SKILL	SLCA.6-
8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

| FOCUS /
COURSE | SLCA.6-
8. | Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] |
|---|---|---|

STRAND		Presentation of Knowledge and Ideas
STANDARD /
CONCEPT /
SKILL	SLCA.6-
8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.

| FOCUS /
COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD /
CONCEPT /
SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD /
CONCEPT /
SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

FOCUS / COURSE	**RL.6.**	**Grade 6 Reading Standards for Literature [RL]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	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 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.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

FOCUS / COURSE	**RL.6.**	**Grade 6 Reading Standards for Literature [RL]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RL.6.10.	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.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.3.**	**Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.**
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.6.1.	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.
INDICATOR	SL.6.1.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.)

INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	**SL.6.**	**Grade 6 Speaking and Listening Standards [SL]**

STRAND		**Presentation of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	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 vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.)

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**

STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.6.4.**	**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.**

INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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).

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.1.	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.

INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	SLCA.6-8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)
FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).
FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**

INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.6.1.	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.
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.

INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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Massachusetts Curriculum Frameworks
Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.

STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12. College and Career Readiness Anchor Standards for Reading**	

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**R.PK-12. College and Career Readiness Anchor Standards for Reading**	

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12. College and Career Readiness Anchor Standards for Writing**	

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12. College and Career Readiness Anchor Standards for Writing**	

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12. College and Career Readiness Anchor Standards for Writing**	

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12. College and Career Readiness Anchor Standards for Writing**	

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**	
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	**SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**	
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.6.1.	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.

INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.6.4.**	**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.**
INDICATOR	L.6.4.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.

INDICATOR	L.6.4.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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Massachusetts Curriculum Frameworks
Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.

FOCUS / COURSE	**RCA-H.6- 8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	**RCA-H.6- 8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA- H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	**RCA-H.6- 8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6-8.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	**SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**

INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6-8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**

INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.6.1.	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.
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.
INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	**SL.PK- 12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.
FOCUS / COURSE	**RCA-H.6- 8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	**RCA-H.6- 8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
FOCUS / COURSE	**RCA-H.6- 8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE   **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE   **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE   **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE   **SLCA.6-8.**   **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**

INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**

STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.6.4.**	**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.**
INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK- 12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.

STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

FOCUS / COURSE	RCA-H.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

FOCUS / COURSE	RCA-H.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

FOCUS / COURSE	RCA-ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**WCA.6-8.1.**	**Write arguments focused on discipline-specific content.**

INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**WCA.6-8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	SLCA.6-8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**

INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.6.4.	**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.**

INDICATOR	L.6.4.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.

INDICATOR	L.6.4.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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FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	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.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	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 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.)

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RL.6.10.	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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.

INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.

INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	**RCA-ST.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	**RCA-ST.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	**RCA-ST.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6- 8.1.**	**Write arguments focused on discipline-specific content.**

INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6- 8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.1.	**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.**
INDICATOR	SLCA.6- 8.1.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.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6- 8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6– 8.3)

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	**Grade 6 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.6.1.**	**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.**
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.6.4.**	**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.**

INDICATOR	L.6.4.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.

INDICATOR	L.6.4.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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Massachusetts Curriculum Frameworks
Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6-8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	**WCA.6-8.**	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.6.1.	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.
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.

INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6-8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.1.	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.
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6-8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**

INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	**SL.6.**	**Grade 6 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.6.1.**	**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.**

INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.
INDICATOR	L.6.4.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.

INDICATOR	L.6.4.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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FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.

STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**
STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6-8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6-8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**

INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	**Grade 6 Speaking and Listening Standards [SL]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SL.6.1.**	**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.**

INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Vocabulary Acquisition and Use**
STANDARD / CONCEPT / SKILL	**L.6.4.**	**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.**
INDICATOR	L.6.4.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.

INDICATOR	L.6.4.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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FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		**Integration of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE		**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE		**SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6- 8.1.**	**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.**
INDICATOR	SLCA.6- 8.1.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.)
INDICATOR	SLCA.6- 8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	SLCA.6- 8.	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6- 8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6- 8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6– 8.3)

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.6.1.	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.
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

Massachusetts Curriculum Frameworks

FOCUS / COURSE	R.PK-12.	**College and Career Readiness Anchor Standards for Reading**
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	W.PK-12.	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	**College and Career Readiness Anchor Standards for Writing**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	**College and Career Readiness Anchor Standards for Speaking and Listening**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12. College and Career Readiness Anchor Standards for Language	

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**	

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**

INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**W.6.3.**	**Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.**
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**
STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

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Massachusetts Curriculum Frameworks
Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**WCA.6-8.**	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6-8.1.**	**Write arguments focused on discipline-specific content.**
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	**WCA.6-8.**	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	SLCA.6-8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE		W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE		W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6-8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6-8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6-8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**	

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**	

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	WCA.6-8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**	

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Integration of Knowledge and Ideas**
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.1.**	**Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.**
INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**
STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**
STRAND		**Knowledge of Language**
STANDARD / CONCEPT / SKILL	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
FOCUS / COURSE	**L.6.**	**Grade 6 Language Standards [L]**
STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.6.4.	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.
INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

W.PK-12. **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**FOCUS /
COURSE**

W.PK-12. **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

**FOCUS /
COURSE**

W.PK-12. **College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**FOCUS /
COURSE**

W.PK-12. **College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

**FOCUS /
COURSE**

SL.PK-12. **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	WCA.6- 8.1.	Write arguments focused on discipline-specific content.
INDICATOR	WCA.6- 8.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

**FOCUS /
COURSE** **WCA.6-8.** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	WCA.6- 8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	WCA.6- 8.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	WCA.6- 8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**FOCUS /
COURSE** **WCA.6-8.** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**FOCUS /
COURSE** **WCA.6-8.** **Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	**WCA.6-8.**	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)

FOCUS / COURSE	**RI.6.**	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.1.	Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

INDICATOR	W.6.1.b.	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

INDICATOR	W.6.1.d.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2.e.	Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
INDICATOR	W.6.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	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.)
FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).
INDICATOR	W.6.5.b.	Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).
FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.
FOCUS / COURSE	**W.6.**	**Grade 6 Writing Standards [W]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	W.6.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.

| STANDARD /
CONCEPT /
SKILL | W.6.9. | Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed. |

| FOCUS /
COURSE | W.6. | **Grade 6 Writing Standards [W]** |

| STRAND | | **Range of Writing** |

| STANDARD /
CONCEPT /
SKILL | 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. |

| FOCUS /
COURSE | SL.6. | **Grade 6 Speaking and Listening Standards [SL]** |

| STRAND | | **Comprehension and Collaboration** |
| **STANDARD /
CONCEPT /
SKILL** | **SL.6.1.** | **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.** |

| INDICATOR | SL.6.1.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.) |

| INDICATOR | SL.6.1.b. | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |

| INDICATOR | SL.6.1.c. | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |

| FOCUS /
COURSE | L.6. | **Grade 6 Language Standards [L]** |

STRAND		**Conventions of Standard English**
STANDARD / CONCEPT / SKILL	**L.6.1.**	**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.)**
INDICATOR		**Sentence Structure, Variety, and Meaning**

| EXPECTATION | L.6.1.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. |

| EXPECTATION | L.6.1.c. | Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |

| FOCUS /
COURSE | L.6. | **Grade 6 Language Standards [L]** |

| STRAND | | **Conventions of Standard English** |
| **STANDARD /
CONCEPT /
SKILL** | **L.6.2.** | **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |

| INDICATOR | L.6.2.b. | Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut). |

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.6.3.a.	Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.

INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.

STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	**R.PK-12.**	**College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	**W.PK-12.**	**College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	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.

FOCUS / COURSE	RCA-H.6- 8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

FOCUS / COURSE	RCA-H.6- 8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

FOCUS / COURSE	RCA-H.6- 8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA- ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA- ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

FOCUS / COURSE	RCA- ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	**WCA.6- 8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6- 8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.6- 8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6- 8.10.	Write routinely over extended time frames (time for 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.

STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SLCA.6-8.1.	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**
STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
FOCUS / COURSE	**RL.6.**	**Grade 6 Reading Standards for Literature [RL]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
FOCUS / COURSE	**RL.6.**	**Grade 6 Reading Standards for Literature [RL]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	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 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.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
FOCUS / COURSE	**RL.6.**	**Grade 6 Reading Standards for Literature [RL]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RL.6.10.	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.

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.2.**	**Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**W.6.3.**	**Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.**
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.6.1.	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.
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.6.4.	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.
INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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Language Arts
Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE		**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Text Types and Purposes**

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE		**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE		**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Research to Build and Present Knowledge**

STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE		**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	**SL.PK-12.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		**Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	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.

STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE	**L.PK-12.**	**College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)

FOCUS / COURSE	**RCA-H.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

FOCUS / COURSE	**RCA-H.6- 8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	**RCA- ST.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	**RCA- ST.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

FOCUS / COURSE	**RCA- ST.6-8.**	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	**WCA.6-8.**	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Text Types and Purposes**
STANDARD / CONCEPT / SKILL	**WCA.6- 8.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

FOCUS / COURSE	**WCA.6-8.**	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.6-8.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STANDARD / CONCEPT / SKILL	WCA.6-8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	**WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		**Range of Writing**
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	**SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	**SLCA.6-8.1.**	**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.**
INDICATOR	SLCA.6-8.1.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.)
INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

FOCUS / COURSE	**SLCA.6-8.**	**Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		**Comprehension and Collaboration**
STANDARD / CONCEPT / SKILL	SLCA.6-8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	RL.6.3.	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	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 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.)
STANDARD / CONCEPT / SKILL	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

FOCUS / COURSE	RL.6.	Grade 6 Reading Standards for Literature [RL]
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RL.6.10.	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.

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
INDICATOR	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
INDICATOR	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	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.)

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.6.8.	When conducting research, 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.
STANDARD / CONCEPT / SKILL	W.6.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	SL.6.	Grade 6 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.6.1.	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.
INDICATOR	SL.6.1.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.)
INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.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.
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3.b.	Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.
INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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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Language Arts

Grade **6** - Adopted: **2017**

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE   **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK-12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE   **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE   **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE   **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE   **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE   **L.PK-12.**   **College and Career Readiness Anchor Standards for Language**

STRAND		**Knowledge of Language**

STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE   **L.PK-12.**   **College and Career Readiness Anchor Standards for Language**

STRAND		**Vocabulary Acquisition and Use**

STANDARD / CONCEPT / SKILL	L.PK-12.4.	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.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	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.

FOCUS / COURSE   **RCA-H.6-8.**   **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA-H.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

FOCUS / COURSE   **RCA-H.6-8.**   **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RCA-H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STANDARD / CONCEPT / SKILL	RCA-H.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.

FOCUS / COURSE   **RCA-H.6-8.**   **Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	RCA- ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Key Ideas and Details**
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

FOCUS / COURSE	RCA- ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Craft and Structure**
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

FOCUS / COURSE	RCA- ST.6-8.	**Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**
STRAND		**Range of Reading and Level of Text Complexity**
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	WCA.6- 8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

FOCUS / COURSE	WCA.6-8.	**Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**
STRAND		**Research to Build and Present Knowledge**
STANDARD / CONCEPT / SKILL	WCA.6- 8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]	
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.10.	Write routinely over extended time frames (time for 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.

FOCUS / COURSE	RL.6. Grade 6 Reading Standards for Literature [RL]	
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

FOCUS / COURSE	RL.6. Grade 6 Reading Standards for Literature [RL]	
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	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 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.)
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	RL.6. Grade 6 Reading Standards for Literature [RL]	
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.6.10.	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.

FOCUS / COURSE	RI.6. Grade 6 Reading Standards for Informational Text [RI]	
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.6.2.	Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

STANDARD / CONCEPT / SKILL	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).

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Craft and Structure**

STANDARD / CONCEPT / SKILL	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

FOCUS / COURSE	RI.6.	**Grade 6 Reading Standards for Informational Text [RI]**

STRAND		**Range of Reading and Level of Text Complexity**

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**
STANDARD / CONCEPT / SKILL	**W.6.5.**	**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
INDICATOR	W.6.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Production and Distribution of Writing**

STANDARD / CONCEPT / SKILL	W.6.6.	Use technology, including current web-based communication platforms, 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.

FOCUS / COURSE	W.6.	**Grade 6 Writing Standards [W]**

STRAND		**Range of Writing**

STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	L.6.	**Grade 6 Language Standards [L]**

STRAND		**Conventions of Standard English**

STANDARD / CONCEPT / SKILL	L.6.1.	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.)
INDICATOR		Sentence Structure, Variety, and Meaning
EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2.b.	Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

FOCUS / COURSE	L.6.	Grade 6 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	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.
INDICATOR	L.6.4.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.
INDICATOR	L.6.4.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).