



Diocese of Raleigh Catholic Schools

7200 Stonehenge Drive

Raleigh, NC 27613

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Grade 6 - English/Language
Arts Standards

Diocese of Raleigh

May 2019

**THE DIOCESE OF RALEIGH SCHOOLS:
MISSION OF OUR CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE

“School is one of the educational environments where one grows by learning how to live, how to become grown- up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis *{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.

INTRODUCTION


The English Language Arts Standards are intended for use in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE

Reading Standards for Informational Text (RI) ← Overarching Standard

STANDARD	CLARIFICATION
<i>Achievement Standard: Craft and Structure</i> ← Achievement Standard	
RI.K.4 With prompting and support, students will ask and answer questions about words in a text. 	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting. <i>Examples</i> During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart that students can refer to when asking and answering questions about words. When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.

DOR Standards aligned with the North Carolina English Language Arts Standard Course of Study 2017

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Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of **key details** in a text.

Standards created by
Diocese of Raleigh
Catholic Schools Office

Curriculum

National Geographic Kids:
Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering *who*, *what*, *when*, *where* and *how* questions about the text.

GRADE 6

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Achievement Standards for Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly , as well as inferences drawn from the text .	<p>Students use evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Complete “I think - I know” graphic organizers with two columns. In the first column, students state an inference (I think) or provide a statement (I know). In the second column, students write a page number and a quote from the text that provides the evidence. ● Respond to text-dependent questions. Students answer the question, provide proof or evidence from the text, and explain how the proof supports their answers.
RL.6.2	<p>Determine a theme of a text and how it is conveyed through details.</p> <p>Provide a summary of the text distinct from personal opinions or judgments.</p>	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Underline examples that support the theme. Then, return to the underlined text and highlight the specific details that convey the theme. Finally, annotate each highlighted area, explaining how the theme is conveyed through that particular detail. <p>Model how key details of a text can be used to develop a summary. List key details for the beginning, middle, and end of the text and then combine them into a summary. Review the summary to make sure it is free of opinions.</p>

STANDARD		CLARIFICATION
RL.6.3	Describe how plot unfolds in a series of episodes <i>and</i> how the characters respond or change as the plot moves toward a resolution.	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Create timelines of events from a story or drama from the beginning to end depicting how one event leads to another.

Achievement Standard: Craft and Structure		
RL.6.4	<p>Determine the meaning of words and phrases as they are used in a text.</p> <p>Analyze the impact of a specific word choice and figurative language on meaning and tone.</p>	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how a word chosen by the author influences the meaning and tone of the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use discussion techniques to analyze words in a text. ● Rewrite a portion of the text by changing different words to create new meaning and tone.
RL.6.5	Analyze how a specific sentence, chapter , scene, or stanza fits into the overall structure of a text and contributes to the development of the theme , setting , or plot .	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Analyze a single sentence from a familiar story to determine how it fits into the structure of the paragraph and how it contributes to the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text .	<p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Establish the point of view of the narrator or speaker, students highlight key sentences or words that support that point of view. They review the highlighted portions and discuss how the author developed the point of view.

STANDARD		CLARIFICATION
<i>Achievement Standard: Integration of Ideas and Analysis</i>		
RL.6.7	Compare and contrast a written story, drama , or poem to its audio, filmed, staged, or multimedia version.	<p>Students note similarities and differences about their experiences reading a story, play, or poem versus listening or watching the same text in a recorded or live adaptation.</p> <ul style="list-style-type: none"> ● Explain the differences between what they can visualize and hear when reading as opposed to what they sense while listening or watching. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Generate Venn diagrams in response to reading. On the left side, students write what they “saw” and “heard” when reading. On the right side, students write what they observed and experienced when listening or viewing. In the middle of the Venn diagrams, students note similarities. In small groups, students discuss their text experiences.
RL.6.8	Not applicable to literature.	
RL.6.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics .	<p>Students analyze texts in different formats or genres by explaining the similarities and differences in how each text addresses similar themes and topics.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use discussion techniques to question the class. ● Brainstorm a list of points for comparison. ● Use two-column notes to compare and contrast the texts’ approaches to similar themes and topics.

STANDARD		CLARIFICATION
<i>Achievement Standard: Range of Reading and Level of Complexity</i>		
RL.6.10	Read and understand literature on or above grade level, proficiently and independently , for sustained periods of time. Connect prior knowledge and experiences to text.	<p>Students read and understand a variety of literature. They are able to read independently for an extended period of time.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension. ● Record personal connections to the text in a graphic organizer.

Reading Standards for Informational Text (RI)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Students use evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● State an inference about the text. Model underlining or highlighting textual evidence that supports the stated inference in a small portion of the text. ● Respond to text-dependent questions.

<p>RI.6.2</p>	<p>Determine a central idea of a text and how it is conveyed through details.</p> <p>Provide a summary of the text.</p>	<p>Students use the central idea and key details to summarize the text without personal feelings or judgments.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Construct a graphic organizer with the class to help students determine the relationship between supporting details and the central idea in a selection. Students use this information to summarize the text, being careful not to include their personal opinions.
<p>RI.6.3</p>	<p>Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>	<p>Students examine how an important individual, event, or idea is first mentioned in the text, how it is made clearer or more apparent, and how it is developed by using examples, anecdotes, or descriptions.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Complete graphic organizers that demonstrate how a key figure, event, or idea is introduced and described throughout the work.
<p><i>Achievement Standard: Craft and Structure</i></p>		
<p>RI.6.4</p>	<p>Determine the meaning of words and phrases as they are used in a text</p> <p>Analyze the impact of a specific word choice on meaning.</p>	<p>Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author influences the meaning of the text as a whole.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Annotate a text in small groups, circle unknown words, and underline any context that provides insights to the meanings of the words.

STANDARD		CLARIFICATION
RI.6.5	Analyze how a particular sentence, paragraph, chapter , or section fits into the overall structure of a text and contributes to the development of the ideas.	<p><i>Examples:</i></p> <ul style="list-style-type: none"> Using a rich informational paragraph, students determine specific sentences that are key to the paragraph and explain why.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<p>Students establish the author's beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain how this is shown in the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Working in small groups students figure out the author's point of view about a topic. Look for strong words that express an opinion and annotate those words by describing what the words tell them about the author's view.

Achievement Standard: Integration of Ideas and Analysis		
RI.6.7	Integrate information presented within different media to develop a coherent understanding of a topic or issue.	<p>Students combine information from different print and non-print media to create a clear understanding of a topic or issue. Examples include: written text, illustrations, video, text with numbers or measures, graphs, and charts.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Review movie clips, print advertisements, and written text about the same topic, noting important information from each format. Students synthesize this information into a single paragraph that shows their understanding of a topic.
RI.6.8	Trace and evaluate the argument and specific claims in a text , distinguishing claims that are supported by reasons and evidence from claims that are not.	<p>Students follow and assess the argument and specific claims made in a text, pointing out claims that are supported by reasons and evidence and those that are not.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> Read and highlight parts of the text that identify the argument and specific claims in a text. Using a black marker, students "strike out" claims that are not supported by reasons and evidence. Based on the text that remains, students form an opinion of the argument and specific claims in a text.

STANDARD		CLARIFICATION
RI.6.9	<p>Compare and contrast one author's presentation of events with that of another author's presentation of events in order to write or speak about the subject knowledgeably.</p>	<p>Students determine the similarities and differences between how two authors present information about events (for example, a memoir by a person versus a biography about that person).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Brainstorm a list of points for comparison. Students use the list of points to highlight the similarities and differences between the authors' presentations of events: similarities in one color and differences in another. Students share and discuss their findings with partners. ● Use Venn diagrams to compare and contrast two authors' presentations of events.

<i>Achievement Standard: Range of Reading and Level of Complexity</i>		
RI.6.10	<p>By the end of grade 6, read and understand informational texts proficiently and independently on or above grade level for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Students read and understand informational texts on or above sixth grade level. Teachers integrate self-selected independent reading seamlessly into the classroom.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Integrate independent reading seamlessly into regular instruction. ● Independently read a self-selected informational text from a teacher-provided text set, including expository articles. Students use post-it notes as tools for annotation. ● Provide students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension.

GRADE 6

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Achievement Standards for Writing Standards

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standards (W)

STANDARD	CLARIFICATION
<i>Achievement Standard: Text Types, Purposes, and Publishing</i>	
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence using the <i>6+1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the 6+1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD	CLARIFICATION
<p>W.6.2 Write informative/expository texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content using the <i>6+1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the 6+1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD		CLARIFICATION
	<ul style="list-style-type: none"> e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented. h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. 	
W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences using the <i>6+1 Traits of Writing</i>.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the 6+1 Traits of Writing. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD	CLARIFICATION
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>f. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>	

W.6.4	Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others.	<p>Students use digital tools and resources to create and share writing with audiences and to communicate and collaborate with peers.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Brainstorm options for matching appropriate digital tools to the different writing tasks (e.g., blogs, forum posts, tweets, etc.).
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Achievement Standard: Research		
W.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.	Students reference and use information from multiple sources to answer a question and adjust the focus of their research when needed.

	STANDARD	CLARIFICATION
W.6.6	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.	<p>Students collect pertinent information from several print and digital sources and evaluate each source for reliability. Students quote or paraphrase information from these sources by providing basic source information, such as the title, author, publisher, date, etc., to avoid plagiarism and copyright infringement.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">● Model assessing the credibility of a source by asking questions such as: “Who is the author of this source?”, “How is the author related to the topic of the source?”, “What expertise does the author have on this topic?”, “When was this published?”, “Do other credible sources reference or support this source/author?”● Engage in a discussion about intellectual property and copyright.● Share examples of digital tools for citations such as: EasyBib, Noodle Tools, Purdue Owl and Citation Machine.

GRADE 6

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Achievement Standards for Speaking and Listening

Collaboration and Communication

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

STANDARD	CLARIFICATION
Achievement Standard: Collaboration and Communication	
<p>SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) and build on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>Students participate in discussions with different peers on a variety of sixth grade appropriate topics and texts.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● The teacher explains and demonstrates how to ask questions in order to learn more about a perspective and how to paraphrase information. In pairs, students practice asking one another questions based on materials provided by the teacher and paraphrasing other overall responses. ● Choose a topic for discussion and provides students with materials (e.g., newspaper or journal articles). Students are given time to explore the materials. Using evidence and information from the materials, the students respond to questions from the teacher and other comments made by classmates. <ul style="list-style-type: none"> ● Use various strategies for creating collaborative discussion such as: literature circles, Jr. Great Books Shared Inquiry, and Paideia seminar (Socratic method).

STANDARD		CLARIFICATION
SL.6.2	Interpret information presented in diverse media and formats and explain how it contributes to a topic, text , or issue under study.	Students determine the meaning or message of information presented in various ways and forms. Explain how the information adds to the overall topic. <i>Examples:</i> <ul style="list-style-type: none"> ● View information presented in different formats and discuss how it contributes to the students understanding of the topic.
SL.6.3	Delineate a speaker's argument and specific claims , distinguishing claims that are supported by reasons and evidence from claims that are not.	Students precisely describe a speaker's argument and the ideas that back it up. Determine which claims are supported by evidence and reasons and which are unsupported. <i>Examples:</i> <ul style="list-style-type: none"> ● Listen to a motivational speech or infomercial and discuss how the speaker supports their claims.

STANDARD		CLARIFICATION
<i>Achievement Standard: Presentation of Knowledge and Ideas</i>		
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions , facts, and details to accentuate main ideas or themes ; adapt speech to a variety of contexts and tasks .	Students present claims and findings in a logical order. Students use relevant description, facts, and details to highlight main ideas or themes. Students consider the assignment, audience, topic, and goals when making choices about the style and tone of a speech. <i>Examples:</i> <ul style="list-style-type: none"> ● Provide students with a basic outline for a presentation that contains only the main ideas and/or themes. ● Brainstorm the ways in which they would need to adapt the presentations for a different audience.

STANDARD		CLARIFICATION
SL.6.5	Include multimedia components and visual displays in presentations to clarify information.	<p>Students deliver multimedia presentations (e.g., charts/graphs, images, music, sound, etc.)</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">● Provide students with a sample presentation that lacks multimedia and/or visual displays. Teacher facilitates a discussion around how multimedia and/or visual elements could be used to improve clarity. Students then use this same strategy in their own presentations.

GRADE 6

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Achievement Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

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.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards (L)

	STANDARD	CLARIFICATION
<i>Achievement Standard: Conventions of Standard English</i>		
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p> <ul style="list-style-type: none"> a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun and number and person. d. Recognize and correct vague pronouns. e. Continue to ensure correct pronoun-antecedent agreement. f. Recognize and apply the nominative case and the objective case. g. Use adverbs that modify adjectives h. Use adverbs that modify adverbs. i. Form and use compound adjectives. 	<p>The teachers will continue to review the 8 parts of speech to ensure retention.</p> <p>Refer to the NC ELA Standards Language Grammar Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>

<p>L.6.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p> <p>a. Use punctuation (commas, parentheses, dashes) that set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>	<p>Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>
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	STANDARD	CLARIFICATION
<i>Achievement Standard: Knowledge of Language</i>		
<p>L.6.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p>Students use different sentence patterns, depending on their intended meaning, reader/listener interest, and style. Students remain consistent in their choices for style and tone.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide students with a several sentences where punctuation changes meaning. Students can illustrate the various meanings of the sentences to demonstrate the importance of proper punctuation.

Achievement Standard: Vocabulary Acquisition and Use

L.6.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases , choosing flexibly from a range of strategies: context clues , word parts, word relationships , and reference materials .	Students determine the meaning of words/phrases that are unfamiliar or have multiple meanings. <i>Examples:</i> <ul style="list-style-type: none">● Write a word on the board that contains one affix (e.g., discontinue). The students, with prompting from the teacher, work collaboratively to identify the root and the affix. Consulting reference materials, if needed, students label the meanings of the word parts. The teacher and students combine the meanings to determine the definition of the word.
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	STANDARD	CLARIFICATION
L.6.5	Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context. b. Distinguish among the connotations of words with similar denotations .	Students show they understand figurative language and subtle differences in word meanings. <i>Examples:</i> <ul style="list-style-type: none">● Provide students with a passage containing figurative language. The students discern the meaning of the expression from the context and create illustrations showing the expression literally. Provide students with a list of word pairs to demonstrate the differences between denotation and connotation (e.g., “inexpensive” vs “cheap”).
L.6.6	Acquire and accurately use grade- appropriate general academic and domain-specific words and phrases ; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression .	<i>Examples:</i> <ul style="list-style-type: none">● Use graphic organizers to demonstrate understanding of newly acquired domain-specific vocabulary.● Collaborate in pairs ways in which students can use general academic and/or domain-specific vocabulary to improve expression in a writing piece or presentation.

Glossary

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole

approaches – the particular decisions an author makes when deciding how to present a topic

argument – value statement(s) supported by evidence whose purpose is to persuade or explain

audiences – the people who watch, listen to, view, and/or read something presented via an artistic medium

cause/effect – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause

central idea – the unifying concept within an informational text to which other elements and ideas relate

chapter – the main division within a book

coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together

claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar

concrete details – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay

connotation – an emotional or abstract meaning evoked by a work in addition to its literal meaning.

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

contrast – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar
conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.

conveyed – to make an idea or feeling known to another person; to carry over from one to another

delineate – to describe something precisely

denotation – the literal definition of a word, generally free of an emotional or cultural context

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. (Note: Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats.)

domain-specific vocabulary/words/phrases – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation

drama – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue

evaluate – to determine quality or value after careful analysis or investigation

event – a thing that happens; an occurrence

evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement

editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.

explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation

expression – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.

figurative language – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)

formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.

formatting – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)

general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)

genre – a category or type of literature or art characterized by similarities in form, style, and subject
independently – on one's own, without aid from another (such as a teacher)
interact – to act in such a manner as to influence another

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

graphics – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic

inference – a conclusion derived from logical reasoning following an investigation of available evidence
key ideas--most important thoughts addressed in a text or discussion.

main idea(s)/topic – the primary or central topic(s) of a text or discussion which is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning

multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)
informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

pacing – the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)

paraphrase – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding

perspective – an attitude toward or outlook on something

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

plot – the sequence of events in a story, play, movie, etc.

poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary

reflection – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it

relevant evidence, observations, ideas, descriptive details – details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim

research (short or more sustained) – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources

respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.

revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

sensory language/details – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

setting – the time and place of the action in a book, play, story, etc.

stanza – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account

style – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax.

task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors:

1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

textual evidence – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself
task – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)

transition(s)/transitional words - words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them

theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores
describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view

topic – the subject or matter being discussed or written about in a text, speech, etc.

transition(s)/transitional words - words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them

usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)