North Carolina Department of Public Instruction
INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

English/Language Arts ● Unpacked Content

For the new Common Core State Standards that will be effective in all North Carolina schools in the 2012-13 school year

This document is designed to help North Carolina educators teach the ELA Common Core State Standards.

NCDPI staff are continually updating and improving these tools to better serve teachers.

What is the purpose of this document?
To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?
Descriptions of what each standard means a student will know, understand, and be able to do. The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this standard mean that a student must know and be able to do?" and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?
You can find the standards alone at http://www.corestandards.org

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Key Ideas and Details		
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.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Sixth grade students will read and analyze texts from a variety of literary genres. They develop the ability to closely examine the text's explicit content. They learn how to look for and identify deeper meanings within the text by drawing inferences. To do this work, teachers can demonstrate and model for students how to refer to a text. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice. The teacher may also guide the students through the process of moving from analysis to synthesis. During this process, students carefully probe a segment of text in order to study and evaluate its multiple and varied meanings. The teacher and students work together to reconstruct and understand the text segment's new meaning. Students take the textual content to which they add their own prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students learn to refer to the text for support as they analyze and draw
2. Determine central ideas or themes text and analyze their development; summarize the key supporting details and ideas.	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	

		inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their peers to provide support *from the text* for their comments during a class discussion. In this way, students begin the practice of referring to the text for support. Sixth grade students learn how to summarize texts by evaluating key details in which the central idea or theme is located. They develop the ability to distinguish key (thematic) details from all other details. To do this work, teachers first guide students in evaluating recurring ideas and changes in the characters and plot over the course of the text. Students will learn to monitor and keep track of such developmental changes through the use of graphic organizers. In this way, sixth graders are able to collect and effectively organize key thematic details within a text and create unbiased summaries withholding personal opinion and judgment. Sixth grade students will observe & analyze how story characters and plot interact throughout a given text. Students will develop the ability to read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways. In order to do this work, students may use

		graphic organizers to determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits. By doing this, students have a broad overview of all characters and corresponding plot developments, prompting students to further examine why such change occurs and at the same time, they observe how these changes add to the overall momentum of the story. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Craft and Structure		
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.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	As students read texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. To do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Students should begin to understand what impact word choice has on the text as a whole. They learn to recognize and analyze the importance of choosing specific words to create meaning and tone. Mini-lessons on figurative language assist sixth graders as they apply this skill during independent reading. Sixth grade students are expected to determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may use
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.	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.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Explain how an author develops the point of view of the narrator or speaker in a text.	

		graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. Students also observe how the individual components of the text add to the development of the theme, setting, and plot. For example, students may observe how a pivotal scene within a work may alter the course of the plot, re-shaping the story. As students hone this skill, they see with greater clarity how individual elements of a text contribute and influence the development of the theme, setting, and plot. Students are able to understand how the author develops the point-of-view of the narrator or speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain scenes within a text and imagine how their content/style would change if the narrator's point-of-view shifted to an alternate point-of-view. For example, students could reflect upon a particularly personal, introspective scene described in first-person point of view and wonder: *"Would this scene evoke the same reaction in the reader if told from 3rd person point of view*? *How does 1st person allow one to peer more deeply into a character's psyche than perhaps other viewpoints?" How does the author's word choice help develop the narrator or speaker's point of view?"*

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Sixth grade students will compare and contrast texts across various genres on the same theme or topic. Teachers can create text sets organized around a theme, topic, or line of inquiry to expose students to information from multiple sources. Teachers may integrate a variety of audio and/or visual materials based upon the text to appeal to students' senses. For example, in a particular unit, students may read sections of a novel on a topic supplemented with non-fiction articles. They may also view, analyze, and discuss film clips. The teacher may also read aloud selected poems. By doing this, students can evaluate multiple avenues to the same subject comparing what they *see and hear* to what they *listen to and watch.* Sixth grade students should be able to compare and contrast texts of different genres that share similar themes. Students need to read each text closely and analyze how each author conveys the same message through different avenues with the support of a Venn Diagram or other graphic organizer. Students may also
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.	8. (Not applicable to literature)	
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.	9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	

		choose to investigate the authors' dissimilar backgrounds that inspire such works (themes) and compare/contrast how each author infuses their philosophy and persona into their work.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text. “Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range

		of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habit of reading independently and closely, which are essential to their future success."

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Key Ideas and Details		
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.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Sixth grade students will read and analyze informational texts. They develop the ability to closely examine the text's content. They also learn how to look for and identify deeper meanings within the text by drawing inferences. To do this work, teachers can demonstrate and model how to refer back to a text for support. Modeling may occur in the form of whole-class think-alouds followed by think/pair/share activities and guided practice. The teacher may also guide students through the process of moving from analysis to synthesis. During this process, students carefully examine a segment of text. Students take the text's content and add prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences. One way students can learn to refer to the text for support as they analyze and draw inferences is through the use of Socratic seminars. When engaged in these seminars, students are prompted by their peers to provide support *from the text* for their comments during a class discussion.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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).	

		In this way, students begin the practice of referring to the text for support. Sixth grade students will learn how to summarize texts by evaluating key details. They develop the ability to determine the supporting details from the extraneous details. Teachers may guide students (as they use organizers and other tools) and lead them to analyze how individual events or ideas are introduced and elaborated upon in a text. Teachers will need to guide students in this thinking process at first, and then provide a gradual release of responsibility to students.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Craft and Structure		
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.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	As students read informational texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. To do this work, teachers may model how to interpret word meanings using contextual clues. Teachers may also provide students with opportunities to discuss new word meanings with a partner, in a small group, or within a whole-class setting. Mini-lessons on figurative language may assist sixth graders as they apply this skill during independent reading. Sixth grade students are expected to determine how individual elements of informational texts (sentence, chapter, section, etc.) contribute to a text's overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole. Teachers may also use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. As students hone this skill, they see with greater clarity how individual elements of a text contribute to its main
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.	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.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	

		concept and development of ideas. Students are able to understand how the author develops the point-of-view of the speaker in the text. To build this understanding, teachers may provide students with discussion or writing tasks prompting them to reflect upon certain portions within a text and imagine how their content/style would change if the author's point-of-view shifted to an alternate purpose/point-of-view. For example, teachers may prompt students with questions like: *"If the author's purpose shifted from informing his/her audience about facts and details to persuading them to take action, how would the tone and style of the this text change?"*

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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Sixth grade students will compare and contrast texts across various genres on the same theme or topic. For example, students may read several news articles on a particular issue and also watch a documentary on the same issue to gain a well-rounded perspective of what the issue entails. Students gather information from all media to assess and better understand how each is presented. To do this work, students may practice highlighting information from articles and note-taking from live media to gain insight into the overall scope of an issue. Students are expected to evaluate data, arguments and claims in a text in order to distinguish those supported by evidence from those which are not. Students also evaluate if there is enough evidence to support a particular claim within an informational text. Students at this level compare and contrast two author's presentations of similar events. For example, students may read a person's memoir in conjunction with the
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.	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	
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.	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).	

		same person's biography. In this way, students are able to view the similarities and differences of how information is presented depending on the 'lens' through which it is being portrayed. By doing this, students are able to make text-to-text connections across different authors' perspectives and explore these implications.

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GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, some biographies, journalism, and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text. Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students. “Standard 10 defines a grade-by-grade

		'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habit of reading independently and closely, which are essential to their future success."

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
	Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. a. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. b. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. c. Establish and maintain a formal style. d. Provide a concluding statement or section that follows from the argument presented.	Sixth grade students will understand how to write arguments that accurately support a given claim with relevant evidence and valid reasoning. To do this work, teachers may instruct students to work with a partner, in a small group or within a whole-class setting in order to create a springboard from which students can 'bounce ideas' off one another, discuss/debate, and gain further insight into a particular issue from a text or issue surrounding the text. At this level, students are learning to examine information to be able to construct logical arguments using an authoritative, formal 'voice'. In order to develop this skill, students can practice writing small, well-supported compositions in which each asserted claim is backed by a sound piece of evidence. Students may benefit from the use of a graphic organizer to shape their thesis followed by their particular claims and corresponding evidence before proceeding to the paper's full development. Students begin their paper with an introduction and
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.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to	

	aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	end the paper with a concluding statement. Many students also benefit from a checklist using the language of the Standards for their writing in order to develop and maintain autonomy over their work. Students will learn how to understand, organize, and convey complex information in a written composition. To do this work, students need to first acquire a deep and thorough understanding of the material they select and decide on the strongest strategies that clearly and accurately present the information. To increase understanding, students may: • seek to define any or all unknown terms, • create charts and graphs to determine cause/effect relationships between facts, • make comparisons and contrasts in terms of data, glean note-worthy quotations about the material from experts, • watch informational videos to observe the material 'come alive'. This analysis of information allows students to then translate his or her knowledge of the subject into written format. Sixth grade students will write narratives based upon imagined and/or real events.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	

	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	They develop the technique of weaving a piece of their own creation together that adheres to basic narrative structure. Students present a conflict, build the rising action, create a climax, describe the falling action and wrap up the story in the resolution. Students will understand the necessity of momentum in a story -- how a story must move from scene to scene with the aid of transitions. Teachers may reinforce how these actions hold the readers' attention and clarify the plot. Students may learn how to create a narrator, a protagonist/antagonist, and how to develop peripheral secondary characters using descriptions of both physical and character traits.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.)	Students will produce writing that is clear and coherent in its development, organization and style. Students must develop the ability to adhere to the specific task, purpose, and audience in their writing, whether the paper is informational, explanatory, or narrative. Sixth grade students share their work with each other in order to give and receive feedback during the writing process. Students move from planning to drafting, revising, editing, and rewriting when necessary. The use of peer editing partners/ groups enables students to obtain feedback from classmates in order to strengthen their writing skills. Teachers may provide students with a checklist using the language of the Standards when reviewing their peers' papers. Students can use tools including blogs and wikis, to develop their writing and communicate with students in their classes. Teachers may guide students toward Internet tools already available to them which allow students to upload documents and participate in collaborative work groups.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Sixth grade students will conduct short research projects. Students may brainstorm and compile a list of sources they could use for their project. The teacher should reinforce the idea that a list of sources may change as students' research progresses. This allows students to refocus the intent of the research when appropriate. Students learn to gather relevant information from multiple print and digital sources to support research product(s). They develop the ability to judge each source and assess its overall accuracy and value to the task. In conjunction with the reading standards for literature and informational texts, students draw evidence from what they read to support their research. They also learn how to best integrate the information without plagiarizing. Students practice citing sources and weaving in the information into their own work. Students will also include a *works cited* page detailing all sources used in proper format.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. 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.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "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").	

		Sixth grade students are able to draw from texts, either literary or informational to support research, analysis, and reflection. Students are able to compare and contrast literary works that span genres with flexibility and ease and translate their ideas into specified written pieces -- reflective, analytical or both. By the same token, students must be able to evaluate the validity of the key details that support claims within informational pieces.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Range of Writing		
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.	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.	Sixth grade students engage in numerous writing pieces throughout the year. Students write with a broad range of tasks, purposes, and audiences in mind. In addition, students should produce writing over both extended and shorter time frames.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
	Comprehension and Collaboration	
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.	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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Sixth grade students will collaborate in groups to discuss a variety of topics to express their ideas clearly and persuasively. At this level, students need to be able to actively listen to and demonstrate respect for each others' viewpoints. Students effectively explain how their observations and readings (visual and audio) contribute to a topic, theme or issue under study. One way teachers may facilitate student interaction within collaborative groups is to provide roles so all group members have a purpose and stay connected and engaged. Roles may vary based on the discussion at hand, but may include positions like leader, time keeper, recorder, reporter, etc. The assignment of roles allows teachers to better monitor how and when students may discuss/elaborate on a certain issue. In addition, role assignments within groups build student independence and leadership. Sixth graders will engage effectively in teacher–led discussions and discussions with partners. Examples of ways to facilitate speaking and listening

		learning includes: book clubs, literature circles or Socratic seminars. These activities require students to prepare for the discussions by reading and becoming familiar with a text before the discussion takes place. When students are provided with a rubric specifically designed to assess speaking and listening tasks, they are more aware of their participation and performance within a class or group discussion. Students are able to interpret and evaluate information presented in diverse media and formats. They learn how to perceive and explain how each medium shapes or influences the audience's perception and understanding of the information presented. Sixth grade students will also observe how various mediums appeal to one or more senses with varying levels of intensity. To do this work, students could be presented with a speech and be asked to compare reading the speech to watching a video of the speech. Students may wonder: *"Which version did I prefer overall? Did I connect more to the information by listening or by reading? How did it affect my understanding to hear the speech?"* The responses to such questions may then be discussed and debated within a group or whole-class setting.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	

		This standard requires sixth grade students to evaluate a speaker's argument and distinguish between solid, supportive evidence and weaker details that do not directly link to the topic. One way to approach this is to analyze several speeches or debates. Student may use a graphic organizer as a note-taking tool to categorize and classify which claims in the speech are supported by clear evidence and which reasons are not.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
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.	4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	During speaking tasks and activities, sixth grade students will utilize skills that are common to the language production domain of writing. While communicating orally, whether in whole class discussions, with partners or with a small group, students organize their ideas in a logical, sequential order. Students may benefit from a graphic organizer and rubric during the planning stages of a presentation to make sure that all expected elements are incorporated. Some elements students should include are using appropriate eye contact, volume and clear pronunciation. Students should be expected to incorporate multimedia components such as graphics and images in their presentations in order to add clarity to their content. For example, students may incorporate posters outlining charts/graphs to clarify information and captivate their audience. Students may incorporate music and/or sound effects into their presentation to bring the information 'to life' and allow for greater engagement with the audience. Students may also incorporate technology to enhance their
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

		presentation. Students must be able to determine language that is appropriate and effective for addressing a variety of audiences and purposes. Students need assignments that allow them to manipulate their speech based upon context.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	Sixth grade students will show their understanding of the conventions of standard English grammar when writing or speaking. To achieve this, students may draw conclusions about the purposeful use of verb tenses and forms, skillful use of voice, and contextual meaning of language. There is an emphasis on pronoun usage at the sixth grade level. Students are able to use standard conventions to purposefully communicate intention and meaning to the reader. One way to approach this learning is through routine modeling and practice. Practice may occur through grammatical mini-lessons, editing conferences, and writers' workshop using authentic texts as models.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 6

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
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.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	Sixth grade students will understand how language can be used to convey specific meanings or particular effects to the reader. One way students may approach this standard is by experimenting with varying sentence patterns.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
	Vocabulary Acquisition and Use	
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.	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. 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. 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).	Sixth grade students use their familiarity with language and its structure as a tool to aid their reading comprehension. To achieve this, students draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary. One activity to attain this goal includes practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots. As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts. Students understand the nuanced, unspoken, and non-literal meanings of language. In addition, students may benefit from participating in activities that require them to determine the relative strength, meaning, or relationship between words. Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with

5. Demonstrate understanding of word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	language tools, including the dictionary and thesaurus. Following these activities, students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text. General academic words are more likely to appear in written text than in speech. They often represent subtle or precise ways to say relatively simple things (saunter instead of walk). They are highly transferable. Domain-specific words are specific to a domain or field of study. Because of their specificity and close ties to content knowledge, they are more common in informational text. (CCSS, Appendix A, pg. 33) To be successful, sixth grade students effectively understand and apply conversational, academic, and domain-specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways. For example, students may focus on acquiring varied conversational vocabulary as they participate in cooperative learning groups and the editing of their own writing and the writing of their peers. Academic vocabulary may be taught and modeled through classroom assignments. For
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 when encountering an unknown term important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

		instance, students may require practice with the process of analyzing. Work like this may include analyzing a variety of texts – pictures, poems, and directions. Students may also benefit from dissecting assignments and determining the key processes required. Many students can benefit from the use of *writing frames* or sentence starters in order to gain proficiency with academic terms and phrases. Finally, domain-specific vocabulary may be displayed throughout the classroom, such as on a word wall, and routinely referenced during instruction. In addition, students need strategies to interpret unknown words and their meanings. These skills may take the forms of using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.