

**ENGLISH LANGUAGE ARTS
GRADE 6 ESSENTIAL CURRICULUM**

READING LITERATURE

RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
	<ol style="list-style-type: none"> 1) Apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. 2) Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. 3) Demonstrate comprehension of a text with after reading strategies by <ol style="list-style-type: none"> a) explaining the main ideas b) identifying what is directly stated in the text c) drawing inferences d) drawing conclusions e) verifying or adjusting predictions f) making new predictions g) paraphrasing and summarizing h) making connections between the text and oneself. 4) Determine and state evidence that confirms the important ideas and messages of a literary text. 5) Identify evidence to suggest logically what might be true about characters, setting, plot, etc. 6) Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts. 7) Participate actively and appropriately in discussions about literary texts. 8) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 9) Use appropriate academic or domain-specific words when discussing or writing about literature. 10) Distinguish between connotations and denotations of words for understanding.
RL2 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.	
	<ol style="list-style-type: none"> 1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2) Use appropriate academic or domain-specific words when discussing or writing about literature. 3) Distinguish between subjective and objective summaries. 4) Paraphrase significant events or details from a text. 5) Review key ideas expressed through paraphrasing. 6) State or compose a summary that includes events from the beginning, middle, and end of a text. 7) Connect conclusions about character/s, plot, and/or symbols to determine theme. 8) Present details to accentuate support of main ideas or themes. 9) Use a variety of transition words to convey sequence. 10) Use significant details of characterization and/or plot development, repeated words, ideas, and/or symbols as clues to theme.
RL3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond	

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or change as the plot moves toward a resolution.	
	<ol style="list-style-type: none"> 1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2) Use appropriate academic or domain-specific words correctly when writing about or discussing literature. 3) Apply the basic elements of plot structure in a description of a story’s plot. 4) Apply the elements of characterization in a description of character development. 5) Apply the basic elements of plot structure and drama structure in a description of a drama’s plot. 6) Use a variety of transition words to convey sequence. 7) Use precise words and descriptive details to convey events. 8) Give a conclusion that follows from events.
RL4 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.	
	<ol style="list-style-type: none"> 1) Use context as a clue to the meaning of words and phrases. 2) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 3) Verify an inferred meaning of a word or phrase in a dictionary. 4) Use evidence from a literary text to support analysis of word choice. 5) Examine the author’s word choice as an indicator of tone. 6) Use the author’s word choice as an indicator of tone. 7) Demonstrate an understanding of figurative language and connotation.
RL5 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.	
	<ol style="list-style-type: none"> 1) Demonstrate an understanding of the structure of novels, dramas, and poetry. 2) Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure. 3) Determine how a theme is relayed through particular details in a literary text. 4) Describe how a literary text develops in a series of episodes. Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting, or theme of a literary text. 5) Use knowledge of narrative techniques as a means to comprehend events in literary texts. 6) Use evidence from literary texts to support analysis of text structure.
RL6 Explain how an author develops the point of view of the narrator or speaker in a text.	
	<ol style="list-style-type: none"> 1) Use vocabulary knowledge when considering words and phrases important to comprehension. 2) Apply knowledge of the different types of point of view to a text. 3) Demonstrate knowledge of person in personal pronouns. 4) Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns. 5) Use dialogue to develop characters.
RL7 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 or what they perceive when they listen or watch.	

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	<ol style="list-style-type: none"> 1) Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. 2) Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text. 3) Support ideas with relevant evidence. 4) Use evidence from literary texts to support reflection. 5) Use details presented in diverse media and formats. 6) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7) Use appropriate academic or domain-specific words when discussing or writing about literature. 8) Compare the reading a literary text versus listening to or viewing a dramatization of a literary text. 9) Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those sights and sounds from a literary text.
RL8 (not applicable to literature)	
RL9 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.	
	<ol style="list-style-type: none"> 1) Demonstrate the behaviors of a strategic reader to a given literary text. 2) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 3) Use evidence from literary texts to support analysis. 4) Present findings using pertinent details. 5) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 6) Use appropriate academic or domain-specific words when discussing or writing about literature. 7) Compare texts addressing comparable topics, ideas, or themes but written in different genres.
RL10 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.	
	<ol style="list-style-type: none"> 1) Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. 2) Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. 3) Set personal goals and conference regularly with adults to improve reading.

READING INFORMATION

RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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	<ol style="list-style-type: none"> 1) Apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. 2) Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. 3) Demonstrate comprehension of a text with after reading strategies by <ol style="list-style-type: none"> a) explaining the central ideas b) identifying what is directly stated in the text c) drawing inferences d) drawing conclusions e) verifying or adjusting predictions f) making new predictions g) paraphrasing and summarizing h) making connections between the text and oneself 4) Determine and state evidence that confirms the meaning of an informational text. 5) Identify evidence to suggest logically what might be true about an author’s purpose, opinion, important ideas, etc. 6) Use relationships between words for understanding. 7) Participate actively and appropriately in discussions about informational texts. 8) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 9) Use appropriate academic or domain-specific words when discussing or writing about informational texts. 10) Distinguish between connotations and denotations of words for understanding.
<p>RI2 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.</p>	
	<ol style="list-style-type: none"> 1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.) 2) Use appropriate academic or domain-specific words when discussing or writing about informational text. Use significant pieces of information as clues to a main idea. 3) Synthesize main ideas to determine a central idea. 4) Use a variety of transition words to convey relationships between and among ideas. 5) Paraphrase significant information from an informational text. 6) Review key ideas expressed through paraphrasing. 7) State or compose a summary that includes a central idea and significant supporting information from across the text. 8) Distinguish between subjective and objective summaries.
<p>RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	

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	<ol style="list-style-type: none"> 1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2) Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension. 3) Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect. 4) Identify important persons, events or ideas in an informational text. 5) Determine the variety of ways that a person, event, or idea may be described or explained to a reader. 6) Examine the specific ways an important person, event, or idea in the text is presented to a reader. 7) Identify the effect the presentation of an important person, event, or idea in the text has upon a reader.
RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
	<ol style="list-style-type: none"> 1) Use evidence from an informational text to determine the meaning of a word or phrase. 2) Use context as a clue to the meaning of a word or phrase. 3) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 4) Verify an inferred meaning of a word or phrase in reference materials. 5) Determine the meaning of figures of speech in context. 6) Determine the suggested meaning of connotations of words that address the same technical meaning.
RI5 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.	
	<ol style="list-style-type: none"> 1) Use grade-appropriate academic and domain-specific words when explaining the role of portions of the text. 2) Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc. 3) Identify the author’s purpose for a grade-appropriate informational text. 4) Examine how parts of the text support the identified purpose of the text. 5) Use evidence from informational texts to support analysis of text structure.
RI6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	
	<ol style="list-style-type: none"> 1) Determine the difference between author’s point of view and author’s purpose. 2) Determine author’s point of view through attention to word choice, punctuation, and emphasis on ideas. 3) Determine author’s purpose through attention to format, text features, and key ideas.
RI7 Integrate information presented in difference media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	
	<ol style="list-style-type: none"> 1) Compare and contrast information received through different formats. 2) Organize information from different formats to develop a logical understanding of a topic or issue. 3) Support ideas with relevant evidence. 4) Use information presented in diverse media and formats.
RI8 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.	

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	<ol style="list-style-type: none"> 1) Demonstrate knowledge of the organizational pattern of an argument. 2) Identify claims in the text. 3) Identify supported claims versus unsupported claims in the text. 4) Assess the value of the argument based upon supported claims. 5) Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support. 6) Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not.
RI9 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).	
	<ol style="list-style-type: none"> 1) Demonstrate knowledge of primary and secondary sources. 2) Support ideas with relevant evidence. 3) Present findings using pertinent evidence. 4) Explain the likenesses and differences between the main ideas or information from one author versus another.
RI10 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.	
	<ol style="list-style-type: none"> 1) Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension. 2) Comprehend literary nonfiction texts of steadily increasing complexity with scaffolding, as necessary. 3) Set personal goals and conference regularly with adults to improve reading.

WRITING

W1 Write arguments to support claims with clear reasons and relevant evidence.	
W1.a Introduce claim(s) and organize the reasons and evidence clearly.	<ol style="list-style-type: none"> 1) Adapt the prewriting stage of the writing process to an argument, including developing one or more claims, and effectively ordering reasons that support the claim 2) Gather information to support claims. 3) Compose a draft of an introduction that presents a claim or claims clearly.

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<p>W1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<ol style="list-style-type: none"> 1) Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims. 2) Locate and evaluate sources for reliability to select evidence. 3) Compose a draft of the body with attention to <ol style="list-style-type: none"> a) effective organization of support for a claim or claims b) frequently-confused words. c) spelling correctly d) formation of complete sentences e) varying sentence patterns f) subject-verb agreement g) pronouns written in the proper case h) recognition of inappropriate shifts in pronoun number and person i) pronoun-antecedent agreement
<p>W1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<ol style="list-style-type: none"> 1) Combine ideas with the appropriate word or words that explain the connections between claims and reasons. 2) Apply academic vocabulary to express relationships precisely.
<p>W1.d Establish and maintain a formal style.</p>	<ol style="list-style-type: none"> 1) Identify those elements that distinguish formal from informal style. 2) Maintain consistency in style and tone.
<p>W1.e Provide a concluding statement or section that follows from the argument presented.</p>	<ol style="list-style-type: none"> 1) Compose a draft of a conclusion that integrates key components of the argument. 2) Apply the revision and editing stages of the writing process to the writing piece. 3) Edit for <ol style="list-style-type: none"> a) correction of vague pronouns b) correction of inappropriate shifts in verb tense c) frequently-confused words. d) correction of spelling 4) Revise for <ol style="list-style-type: none"> a) varying sentence patterns for meaning, reader/listener interest, and style. b) punctuation of nonrestrictive/parenthetical elements c) choosing words and phrases for effect and to convey ideas precisely 5) Prepare the final product for presentation and/or publication (See CCSS 6 W6.)
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	
<p>W2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include</p>	<ol style="list-style-type: none"> 1) Adapt planning and prewriting to address the demands of an informative text, including <ol style="list-style-type: none"> a) refining the focus of a topic b) gathering information on a specific topic c) examining information to determine the ideas and concepts d) effectively organizing of information within an established structure e) including appropriate text features to aid understanding 2) Compose a draft of an introduction that presents a thesis clearly.

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formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
W2.b Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.	<ol style="list-style-type: none"> 1) Gather information about a topic from a variety of reliable print and digital sources 2) Determine the most appropriate information gathered from a variety of reliable sources. 3) Compose a draft of the body with attention to <ol style="list-style-type: none"> a) effective organization of information. b) formation of complete sentences c) frequently-confused words d) recognition of variations from standard English and use of strategies to improve expression in conventional language. e) recognition of inappropriate shifts in pronoun number and person f) subject-verb and pronoun antecedent agreement
W2.c Use appropriate transitions to clarify the relationships among ideas and concepts.	<ol style="list-style-type: none"> 1) Use accurately grade-appropriate general academic and domain-specific words 2) Use words or phrases important to comprehension 3) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
W2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ol style="list-style-type: none"> 1) 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 2) Consult reference materials to clarify and/or verify the precise meaning of a word or phrase.
W2.e Establish and maintain a formal style.	<ol style="list-style-type: none"> 1) Distinguish those elements that create formal from informal style. 2) Use specific words or phrases that support a consistent formal style. 3) Vary sentence patterns for meaning, reader/listener interest, and style. 4) Maintain consistency in style and tone.
W2.f Provide a concluding statement or section that follows from the information or explanation presented.	<ol style="list-style-type: none"> 1) Compose a draft of a conclusion that integrates key components of the explanation of a topic. 2) Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose. 3) Edit for correction of vague pronouns <ol style="list-style-type: none"> a) punctuation b) correct spelling c) formation of complete sentences 4) Revise for <ol style="list-style-type: none"> a) varied sentence patterns to maintain clarity and reader interest b) of nonrestrictive/parenthetical elements 5) Prepare the final product for presentation and/or publication
W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	

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<p>W3.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.</p>	<ol style="list-style-type: none"> 1) Adapt the prewriting stage of the writing process to a narrative piece, e.g., <ol style="list-style-type: none"> a) focus on an experience or event, 2) Compose a draft of an introduction that <ol style="list-style-type: none"> a) reveals the character or characters and the conflict b) establishes the beginning of a plausible plot development. c) Establish the role of the narrator.
<p>W3.b Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</p>	<ol style="list-style-type: none"> 1) Compose a draft of the body of a narrative with a plausible set of characters and events. 2) Apply knowledge of plot development and its effect upon shifts in characterization. 3) Compose with attention to <ol style="list-style-type: none"> a) choosing words and phrases for effect and to convey ideas precisely b) subject-verb agreement c) formation of complete sentences d) varying sentence patterns for meaning, reader/listener interest. e) pronoun-antecedent agreement f) recognition of inappropriate shifts in pronoun number and person g) using intensive pronouns correctly h) maintaining consistency in style and tone. i) varying sentence patterns for style.
<p>W3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame to setting to another.</p>	<ol style="list-style-type: none"> 1) Use transition words purposefully to promote comprehension. 2) Analyze the impact of a specific word choice on meaning. 3) Use accurately grade-appropriate general academic words 4) Use words or phrases important to comprehension
<p>W3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<ol style="list-style-type: none"> 1) 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 2) Consult print or digital reference materials to clarify the precise meaning of a word 3) Verify the meaning of a word or phrase by checking a dictionary 4) Use figures of speech

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<p>W3.e Provide a conclusion that follows from the narrated experience or events.</p>	<ol style="list-style-type: none"> 1) Compose a draft of a conclusion that draws together and clarifies events in the narrative. 2) Apply the revision and editing stages of the writing process to the narrative. 3) Edit for <ol style="list-style-type: none"> a) frequently-confused words 4) Revise for <ol style="list-style-type: none"> a) choosing words and phrases for effect and to convey ideas precisely 5) Prepare the final product for presentation and/or publication <ol style="list-style-type: none"> a) varying sentence patterns for meaning, reader/listener interest. b) punctuation used for effect c) punctuation to separate items in a series d) varying sentence patterns for style e) correction of vague pronouns f) punctuation of nonrestrictive/parenthetical elements
<p>W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
	<ol style="list-style-type: none"> 1) See W1, W2, W3, and W7 for specific application.
<p>W5 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. (Editing for conventions should demonstrate command of Language standards 1–3)</p>	
	<ol style="list-style-type: none"> 1) See W1, W2, W3, and W7 for specific application. 2) See SL1, SL4, and SL5 for specific application.
<p>W6 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.</p>	
	<ol style="list-style-type: none"> 1) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 2) Apply computer literacy and keyboarding skills at the Intermediate level as defined in “A Companion to the Maryland Technology Literacy Standards for Students.” 3) Use keyboard and mouse effectively and efficiently. 4) Use technology responsibly. 5) Use technology to enhance learning and collaboration. 6) Use technology for communication. 7) Use technology to locate, evaluate, and organize information. 8) Use technology to solve problems by strategizing, analyzing and communicating data, and examining solutions.
<p>W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	
	<ol style="list-style-type: none"> 1) Follow an inquiry process. 2) Define a problem, formulate questions, and refine a problem and/or question. 3) Locate and evaluate resources.

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	<ol style="list-style-type: none"> 4) Find data and/or information within a variety of print or digital sources 5) Use a variety of formats to prepare the findings/conclusions for sharing. 6) Share findings and/or conclusions through a variety of print and multimedia venues.
W8 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.	
	<ol style="list-style-type: none"> 1) Locate and evaluate resources. 2) Develop search terms vocabulary and searching strategies. 3) Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions. 4) Evaluate and analyze the quality, accuracy, and sufficiency of notes. 5) Use appropriate bibliographic information.
W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W9a Apply <i>grade 6 Reading standards</i> 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”).	<ol style="list-style-type: none"> 1) Write in response to grade-level print, non-print, and digital literary or informational text(s).
W9b Apply <i>grade 6 Reading standards</i> 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”).	<ol style="list-style-type: none"> 1) Write in response to grade-level print, non-print, and digital literary or informational text(s).
W10 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.	
	<ol style="list-style-type: none"> 1) Adjust the writing process as necessary for different grade-appropriate writing tasks, purposes, and audiences. 2) Set and adjust personal goals and conference regularly with adults and peers to identify and address writing deficiencies.

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LANGUAGE

L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).	<ol style="list-style-type: none"> 1) Demonstrate command of formal English when indicated or appropriate. 2) Spell correctly. 3) Apply an understanding of the relationship between the use and form of personal pronouns i.e., <ol style="list-style-type: none"> a) subjective pronouns as subjects and predicate nominatives b) objective pronouns as objects of prepositions, direct, and indirect objects c) possessive pronouns as adjectives 4) Analyze professional, peer, and their own writing for correct use of pronoun case.
L1.b Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>)	<ol style="list-style-type: none"> 1) Apply an understanding of the difference in purpose and function between a reflexive and an intensive pronoun. 2) Analyze the effect of intensive pronouns on meaning or tone in professional, peer, and their own writing. <ol style="list-style-type: none"> a) Demonstrate command of standard English by using intensive pronouns correctly, e.g., himself v. hisself, themselves v. theirselves.
L1.c Recognize and correct inappropriate shifts in pronoun number and person.*	<ol style="list-style-type: none"> 1) Use precise language to inform or explain. 2) Develop and strengthen writing by editing for clarity. 3) Apply an understanding of the relationship of a pronoun to its antecedent. 4) Analyze the effect of pronouns and their antecedents on meaning in professional, peer, and their own writing.
L1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<ol style="list-style-type: none"> 1) Use precise language to inform or explain. 2) Apply an understanding of how an unclear relationship of a pronoun to its antecedent affects meaning, e.g., more than one possible antecedent, antecedent too far away from what it modifies, antecedent only implied. 3) Strengthen writing by editing to correct vague pronouns. 4) Analyze the effect of precise v. ambiguous pronouns on meaning in professional, peer, and their own writing.
L1.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.*	<ol style="list-style-type: none"> 1) Apply skills from L1.a-d to analyze the effect on meaning in professional writing, the writing of peers, and their own writing. <ol style="list-style-type: none"> a) Revise to develop and strengthen writing. b) Edit for clarity.
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	<ol style="list-style-type: none"> 1) Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements. 2) Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning. 3) Strengthen writing by editing for correct punctuation to set off nonrestrictive/parenthetical elements.
L2.b Spell correctly.	<ol style="list-style-type: none"> 1) Spell correctly grade-appropriate general academic and domain-specific words. 2) Use print, digital resources, and internalized knowledge to support correct spelling.
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

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<p>L3.a Vary sentence patterns for meaning, reader/listener interest, and style.*</p>	<ol style="list-style-type: none"> 1) Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning. 2) Apply understanding of various sentence patterns i.e., <ol style="list-style-type: none"> a) reordering words b) adjusting length of sentences c) adding words, phrases or clauses 3) Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style. 4) Strengthen writing by revising sentence patterns for interest and style.
<p>L3.b Maintain consistency in style and tone.*</p>	<ol style="list-style-type: none"> 1) Apply an understanding of audience, purpose, and format to determine style and tone. 2) Establish and maintain a formal style. 3) Adapt speech to a variety of contexts and tasks. 4) Use precise word choice to establish and maintain tone. 5) Strengthen writing by revising sentences for style and tone.
<p>L4 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.</p>	
<p>L4.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.</p>	<ol style="list-style-type: none"> 1) Apply an understanding of the various types of context clues to determine word or phrase meaning. 2) Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.
<p>L4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>)</p>	<ol style="list-style-type: none"> 1) Apply an understanding of basic word parts as clues to word meaning. 2) Apply an understanding of root word families to determine the meaning of a word.
<p>L4.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.</p>	<ol style="list-style-type: none"> 1) Strengthen writing by using reference materials both print and digital to refine word choices.
<p>L4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the</p>	<ol style="list-style-type: none"> 1) Apply an understanding of the skills in L4 a-c to verify word meaning.

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inferred meaning in context or in a dictionary).	
L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L5.a Interpret figures of speech (e.g., personification) in context.	<ol style="list-style-type: none"> 1) Apply knowledge of figurative language including personification to a critical reading of a text. 2) Use sensory language to convey experiences and events. 3) Determine the meaning of words and phrases as they are used in a text including figurative language. 4) Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.
L5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<ol style="list-style-type: none"> 1) Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text. 2) Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
L5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	<ol style="list-style-type: none"> 1) Apply an understanding of connotation to judge word choice. 2) Use precise words to convey experiences and events. 3) Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.
L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	<ol style="list-style-type: none"> 1) Apply skills identified in CCSS 6 L4a, L4b, L4c, L4d and L5a, L5b, L5c to increase vocabulary and differentiate between word choices to improve writing and speaking.

SPEAKING & LISTENING

SL1 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.	
SL1.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.	<ol style="list-style-type: none"> 1) Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate. (See MD SLM 6-8 3C.) 2) Conduct focused research as necessary to prepare for discussions. 3) Access prior knowledge to extend the topic under discussion. 4) Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. 5) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6) Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas.

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<p>SL1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<ol style="list-style-type: none"> 1) Come to consensus on a framework for a collegial discussion. 2) Identify and agree upon the group’s purpose/goal and deadlines. 3) Organize the group by assuming specific roles as needed. 4) Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.
<p>SL1.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>	<ol style="list-style-type: none"> 1) Demonstrate collegiality when asking and responding to questions and comments. 2) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 4) Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.
<p>SL1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ol style="list-style-type: none"> 1) Periodically, summarize the main points or ideas of the discussion. 2) Periodically, connect the opinions or perspectives of others to their own opinions.
<p>SL2 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.</p>	
	<ol style="list-style-type: none"> 1) Apply an understanding of the features and formats of diverse media. 2) Determine both the explicit and the implicit ideas found in non-print texts, including digital texts. 3) Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.
<p>SL3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	
	<ol style="list-style-type: none"> 1) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 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) Apply critical listening strategies to determine the speaker’s argument and claims. 4) Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. 5) Align specific claims to their supporting reasons to identify gaps in support.
<p>SL4 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.</p>	
	<ol style="list-style-type: none"> 1) Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience. 2) Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation. 3) Include support (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation. 4) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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SL5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
	<ol style="list-style-type: none">1) Select or create multimedia and visual displays that enhance presentations and/or clarify ideas.2) Follow fair use policies when incorporating multimedia components from other sources.
SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	
	<ol style="list-style-type: none">1) Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.