

Sixth Grade - Reading Standards for Literary Text

CCRS STANDARD	AASL Standard Crosswalk	Librarian teaches	Librarian Collaborates	Lesson Notes/Tools
Key Ideas and Details				
1.) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p>			
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. [RL.6.2]	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.			
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	3.1.3 Use writing and speaking skills to communicate new understandings effectively.			

moves toward a resolution. [RL.6.3]				
Craft and Structure				
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. [RL.6.4]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
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. [RL.6.5]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres			
6.) Explain how an author develops the point of view of the narrator or speaker in a text. [RL.6.6]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 4.4.4 Interpret new information based on cultural and social context.			
Integration of Knowledge and Ideas				
7.) Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video,	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual,			

<p>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. [RL.6.7]</p>	<p>media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			
<p>8.) Differentiate among odes, ballads, epic poetry, and science fiction. (Alabama)</p>				
<p>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. [RL.6.9]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning</p>			
Range of Reading and Level of Text Complexity				
<p>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. [RL.6.10]</p>				

Reading Standards for Informational Text

Key Ideas and Details

<p>11.) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.6.1]</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p>			
<p>12.) 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. [RI.6.2]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			

	4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.			
13.) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). [RI.6.3]	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.			
Craft and Structure				
14.) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. [RI.6.4]	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.			
15.) 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. [RI.6.5]				

<p>16.) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. [RI.6.6]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
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Integration of Knowledge and Ideas

<p>17.) 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. [RI.6.7]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>			
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	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>			
<p>18.) 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. [RI.6.8]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative</p>			

	<p>conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>			
<p>19.) 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). [RI.6.9]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>			

	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>			
Range of Reading and Level of Text Complexity				
<p>20.) 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. [RI.6.10]</p>	<p>We support this by offering a quality collection.</p>			

Writing Standards

Text Types and Purposes

<p>21.) Write arguments to support claims with clear reasons and relevant evidence. [W.6.1]</p>				
<p>a. Introduce claim(s) and organize the reasons and evidence clearly. [W.6.1a]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life</p>			
<p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. [W.6.1b]</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p>			

	<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.6 Display emotional resilience by persisting in information searching despite challenges.</p>			
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. [W.6.1c]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
d. Establish and maintain a formal style. [W.6.1d]	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.			
	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas,			

	<p>conflicting information, and point of view or bias.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>			
<p>22.) Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.6.2]</p>				
<p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.6.2a]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			

<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.6.2b]</p>	<p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>			
<p>c. Use appropriate transitions to clarify the relationships among ideas and concepts. [W.6.2c]</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings</p>			
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.6.2d]</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>			
<p>e. Establish and maintain a formal style. [W.6.2e]</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>			
<p>f. Provide a concluding statement or section that follows from the information or explanation presented. [W.6.2f]</p>	<p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the</p>			

	pattern of evidence leads to a decision or conclusion.			
23.) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.6.3]				
a. Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.6.3a]				
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.6.3b]				
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. [W.6.3c]				
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. [W.6.3d]				
e. Provide a conclusion that follows from the narrated experiences or events. [W.6.3e]	2.3.3 Use valid information and reasoned conclusions to make ethical decisions.			

Production and Distribution of Writing				
<p>24.) 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 21-23 above.) [W.6.4]</p>	<p>3.3.4 Create products that apply to authentic, real-world contexts.</p>			
<p>25.) 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 the first three Language standards in Grades K-6.) [W.6.5]</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p>			

	3.2.3 Demonstrate teamwork by working productively with others.			
26.) 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. [W.6.6]	<p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess</p>			
Research to Build and Present Knowledge				
27.) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. [W.6.7]	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real			

	<p>world connection for using this process in own life.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p>			
<p>28.) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p>			

<p>paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. [W.6.8]</p>	<p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>			
<p>29.) Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]</p>				
<p>a. 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"). [W.6.9a]</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in</p>			

	<p>order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
<p>b. 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"). [W.6.9b]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>			

RANGE OF WRITING

30.) Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.6.10]

2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

Speaking and Listening Standards

Comprehension and Collaboration

<p>31.) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. [SL.6.1]</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>			
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.6.1a]</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources</p>			

	<p>by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>			
<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles,</p>			

	<p>leadership, and demonstrations of respect for other viewpoints.</p>			
<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and</p>			

	seeking information about new ideas encountered through academic or personal experiences.			
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]	<p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p>			
32.) 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. [SL.6.2]	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>4.3.2 Recognize that resources are created for a variety of purposes.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>			

<p>33.) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [SL.6.3]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			
Presentation of Knowledge and Ideas				
<p>34.) 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. [SL.6.4]</p>	<p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>			
<p>35.) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p>			

<p>presentations to clarify information. [SL.6.5]</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.3.4 Create products that apply to authentic, real-world contexts.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p>			
<p>36.) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 37 and 39 for specific expectations.) [SL.6.6]</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			

Language Standards

Conventions of Standard English

37.) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]

a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. (Alabama)

b. Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.6.1a]

c. Use intensive pronouns (e.g., *myself*, *ourselves*). [L.6.1b]

d. Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]

e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* [L.6.1d]

f. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1e]

38.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]

a. Use punctuation (commas, parentheses, dashes) to set off

<p>nonrestrictive or parenthetical elements.* [L.6.2a]</p> <p>b. Spell correctly. [L.6.2b]</p>				
Knowledge of Language				
<p>39.) Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.6.3]</p> <p>a. Vary sentence patterns for meaning, reader or listener interest, and style.* [L.6.3a]</p> <p>b. Maintain consistency in style and tone.* [L.6.3b]</p>				
Vocabulary Acquisition and Use				
<p>40.) 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. [L.6.4]</p> <p>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. [L.6.4a]</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). [L.6.4b]</p> <p>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. [L.6.4c]</p>				

<p>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). [L.6.4d]</p>			
<p>41.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]</p> <p>a. Interpret figures of speech (e.g., personification) in context. [L.6.5a]</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]</p> <p>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>). [L.6.5c]</p>			
<p>42.) 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. [L.6.6]</p>			

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The Alabama Course of Study can be found at
http://alex.state.al.us/staticfiles/2010_Alabama_English_Language_Arts_Course_of_Study.pdf.

The Quality Core crosswalk to the Alabama 2010 ELA COS is located at:
<http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/QC%20to%2010%20revised.pdf>

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