

**NCDPI Unpacked Content  
with  
OCS Priority Standards Revised 2020**

---

**Grade 6  
English Language Arts**

## Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards



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

### **English/Language Arts Standards with Priority Standards and Clarification**

*For the new NC ELA Standard Course of Study that will be effective in all North Carolina schools in the 2018-2019 school year*

This document is designed to help North Carolina educators teach the ELA Standard Course of Study. NCDPI staff is continually updating and improving these tools to better serve teachers.

### **What is the purpose of this document?**

This document provides the Grade 6 NC Standard Course of Study for English Language Arts (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with both Priority Standards and glossary terms bolded. The middle column contains the clarification of the standard with ideas for “In the Classroom.” The right column is the glossary.

### **Where can I find the ELA Standard Course of Study K-12, additional resources, examples, and tools?**

NCSCS ELA Crosswalks - <https://drive.google.com/file/d/1SFh9pX7-t4Y4UyLzIVzywXPgwGYUks5/view>

Writing Guide - [https://drive.google.com/file/d/1S7Jb9liZrGN\\_78DlvALqMSMZbGvUrYZu/view](https://drive.google.com/file/d/1S7Jb9liZrGN_78DlvALqMSMZbGvUrYZu/view)

Language Continuum Guide 6 – 8 - [https://drive.google.com/file/d/1qESdT4gkhYf\\_7K8dKnnH40vnrzawAyJO/view](https://drive.google.com/file/d/1qESdT4gkhYf_7K8dKnnH40vnrzawAyJO/view)

ELA Instructional Practices WIKI - <http://www.livebinders.com/play/play?id=2212650#anchor>

Guide for Standards-Focused Text-Centered Lessons - <https://drive.google.com/file/d/1Vj-f1ifr4NJ5-PCTID>

ELA Standards and Clarifications with Glossary - [https://drive.google.com/file/d/14O\\_SV0vnILD0dKsKiYAtPigrk4q2ITEA/view](https://drive.google.com/file/d/14O_SV0vnILD0dKsKiYAtPigrk4q2ITEA/view)

## **Defining Priority Standards**

Priority standards are a “carefully selected subset of the total list of grade-specific and course-specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.” (Ainsworth, 2013, p. xv).

## **Defining the Process to Select Priority Standards**

**Endurance** – Lasting beyond one grade level or course. Does the standard taught provide knowledge and skills that will be of value beyond a single test? Is the learning applicable for a variety of purposes?

**Leverage** – Crossover application within a content area and to other content areas. Does applying the standard/learning provide an avenue for proficiency in other content areas?

**Readiness** – Prerequisite concepts and skills needed to enter a new grade level or course of study. Does the standard/learning provide readiness for the next level?

**Tested** – Concepts and skills most likely to be encountered on standardized tests, entrance exams, or competency exams. Is the standard most likely to be found on EOGs/EOCs? Do we have "predictable problems" within the Onslow County School System?

### **NC Check-Ins Overview and Purpose**

NC Check-Ins are interim assessments aligned to North Carolina grade-level content standards in English Language Arts for grades 4-8 developed by the North Carolina Department of Public Instruction (NCDPI). The main purpose of the NC Check-Ins is to provide students, teachers, parents, and stakeholders with immediate in-depth action-data and a reliable estimate of students’ current performance on the selected sub-set of content standards. A secondary purpose is derived from NC Check-Ins strong relationship with grade level end-of-grade summative assessments. Both EOGs and NC Check-Ins share a common item bank, and performance on the NC Check-Ins serve as an early indicator of a student’s level of preparedness for the EOG summative assessment.

**NC Check-Ins: Standards**

Reading Literature	Language	Reading Information
<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL. 6.3. 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.</p> <p>RL.6.4. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.6.5 Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>L.6.5a Interpret figures of speech in context based on grade 6 reading and content.</p>	<p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2. 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</p> <p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, analyze the impact of a specific word choice on meaning.</p> <p>RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

## Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

### Further Important Information Regarding NC Check-Ins

The NC Check-Ins are administered throughout the school year to provide teachers and parents with immediate feedback for guiding subsequent instruction. The NC Check-Ins will be offered for grades 4-8 English/Language Arts/reading and grades 3-8 Mathematics. The NC Check-Ins are aligned to the NC Standards Course of Study (NCSCS) for ELA adopted by the NC State Board of Education in June 2010.

NC Check-In 1, 2, and 3 will assess the same ELA/Reading standards. All students are expected to be able to comprehend texts of steadily increasing complexity as they progress through a grade. The text complexity of the selections chosen for the NC Check-Ins will increase throughout the year. Each ELA/Reading NC Check-In will contain 22-24 questions. Students will see four response-option, multiple-choice questions. Each question is worth 1 point.

Each ELA/Reading NC Check-In will include three selections. The charts below provide anticipated number of selections (i.e. Poetry, Informational, Literature) for each NC Check-In by grade level.

Grade 6 ELA/Reading	Number of Poetry Selections	Number of Informational Selections	Number of Literature Selections
NC Check-In 1	0	1	2
NC Check-In 2	0	2	1
NC Check-In 3	1	1	1

### North Carolina Department of Public Instruction Test Specifications for Grades 6-8 English Language Arts

Strand	Grade 6	Grade 7	Grade 8
Reading for Literature	36-41%	36-41%	36-41%
Reading for Informational Text	43-47%	43-47%	43-47%
Language	11-16%	11-16%	11-16%
Writing	NA	NA	NA
Speaking and Listening	NA	NA	NA
Total	100%	100%	100%

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

Grade 6 ELA Instructional Blueprint			
Grading Period	OCS Priority Standards	Supporting Standards	Document Pages
1	Reading Literature: 1, 2, 4, 6	3, 10	p. 8-14
	Reading Informational:	10	p. 21
	Language: 4, 5	1, 2, 3	p. 22-24
	Writing:	3, 4	p. 31-34
	Speaking and Listening: 1	2, 3	p. 36-38
2	Reading Literature:	10	p. 13, 14
	Reading Informational: 1, 2, 4, 6	3, 10	p. 15-21
	Language: 4, 5	1, 2, 3, 5, 6	p. 22-26
	Writing:	2, 4	p. 29-34
	Speaking and Listening: 1	2, 3	p. 36-38
3	Reading Literature: 1, 2, 4, 5	7, 9, 10	p. 8-14
	Reading Informational: 1, 2, 4, 5	7, 8, 9, 10	p. 15-21
	Language: 4, 5	1, 2, 3, 5, 6	p. 22-26
	Writing: 1	4, 5, 6	p. 27-35
	Speaking and Listening: 1	4, 5	p. 36-40
4	Reading Literature: 1, 2, 4, 5	3, 7, 9, 10	p. 8-14
	Reading Informational: 1, 2, 4, 5	3, 7, 8, 9, 10	p. 15-21
	Language: 4, 5	1, 2, 3, 5, 6	p. 22-26
	Writing: 1	4, 5, 6	p. 27-35
	Speaking and Listening: 1	4, 5	p. 36-40

## CCR Anchor Standards

### Reading

#### ***Key Ideas and Evidence***

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

#### ***Craft and Structure***

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

#### ***Integration of Ideas and Analysis***

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### ***Range of Reading and Level of Complexity***

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

### Language

#### ***Conventions of Standard English***

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

#### ***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## **Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards**

### ***Vocabulary Acquisition and Use***

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Writing**

### ***Text Types, Purposes, and Publishing***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

### ***Research***

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

## **Speaking and Listening**

### ***Collaboration and Communication***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### ***Presentation of Knowledge and Ideas***

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



## Reading Standards for Literature

Standard	Clarification	Glossary
<b><i>Cluster - Key Ideas and Evidence</i></b>		
<p><b>Priority Standard</b>  <b>RL.6.1</b> Cite <b>textual evidence</b> to support <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the <b>text</b>.</p>	<p>Students use evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><i>In the Classroom:</i>            Students complete “I think – I know” graphic organizers with two columns. In the first column, students state an inference (I think) or provide a statement (I know). In the second column, students write a page number and a quote from the text that provides the evidence.</p> <p>The students respond to text-dependent questions using the APE protocol: Answer, Proof, and Explanation. Students answer the question, provide proof or evidence from the text, and explain how the proof supports their answers.</p>	<p><b>analysis</b> – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</p> <p><b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</p> <p><b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>textual evidence</b> – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

Standard	Clarification	Glossary
<p><b>Priority Standard</b>  <b>RL.6.2</b> Determine a <b>theme</b> of a text and how it is <b>conveyed</b> through particular details; provide a <b>summary</b> of the <b>text</b> distinct from personal opinions or judgments.</p>	<p>Students establish a theme of a literary text and consider how it is developed through certain details in the text. Using the theme and key details, students summarize the text without personal feelings or judgments.</p> <p><i>In the Classroom:</i>            After determining the theme, students underline areas in the text where the theme appears. Students return to the underlined text and highlight the specific details that convey the theme. Students annotate each highlighted area, explaining how the theme is conveyed through that particular detail.</p> <p>The teacher models how key details of a text can be used to develop a summary. Students list key details for the beginning, middle, and end of the text and then combine them into a summary. They review the summary to make sure it is free of opinions.</p>	<p><b>conveyed</b> – to make an idea or feeling known to another person; to carry over from one to another</p> <p><b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</p>
<p><b>RL.6.3 Describe</b> how a particular story’s or <b>drama’s plot</b> unfolds in a series of episodes as well as how the characters <b>respond</b> or change as the plot moves toward a resolution.</p>	<p>Students explain how a story or drama's plot is developed by a series of events. Students also explain how the characters react or develop as the plot comes to a conclusion.</p> <p><i>In the Classroom:</i>            Students create timelines of events from a story or drama from the beginning to the end. On the lines between each event, students explain how one event led to the next. Branching off from each event, students explain how characters responded to the event or changed as a result of the event.</p>	<p><b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</p> <p><b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p><b>plot</b> – the sequence of events in a story, play, movie, etc.</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>The teacher provides students with a story’s or drama’s events on strips of paper in one color and character responses or changes on strips of paper in another color. In small groups, students first place the events in sequential order and discuss how each event drives the next. Students then match the characters’ responses and changes to the events and discuss how the characters’ reactions and changes are connected to the events.</p>	<p><b>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</p>
Standard	Clarification	Glossary
<b>Cluster: Craft and Structure</b>		
<p><b>Priority Standard</b>  <b>RL.6.4</b> Determine the meaning of words and <b>phrases</b> as they are used in a <b>text</b>; <b>analyze</b> the impact of a specific word choice on meaning and <b>tone</b>.</p>	<p>Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. Students consider how a word chosen by the author influences the meaning and tone of the text.</p> <p><i>In the Classroom:</i>  The teacher highlights a keyword from the text. The teacher leads a class discussion using questions such as: “What does the author mean by using the word ____ here?” “What would happen to the meaning and tone of the text if the word ____ was used instead?” “What is a synonym for the word ____?” “Why did the author choose to use ____ instead of its synonym?”</p> <p>Students rewrite a portion of the text by changing different words to create new meaning and tone. Students share their work in small groups. The teacher leads a whole class discussion on the</p>	<p><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “<b>Running through the forest</b>, she breathed in the fresh, crisp air.”)</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>tone</b> – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>impact the word changes made on the meaning and tone of the entire text.</p>	
<p><b>Priority Standard</b>  <b>RL.6.5 Analyze</b> how a particular sentence, <b>chapter</b>, scene, or <b>stanza</b> fits into the overall structure of a <b>text</b> and contributes to the development of the <b>theme, setting, or plot</b>.</p>	<p>Students examine how a specific sentence, chapter, stanza, scene, or section fits as part of the whole text and adds to the development of the text’s theme, setting, or plot.</p> <p><i>In the Classroom:</i>  The teacher assigns paragraphs from a familiar story with a single sentence highlighted. Students work in pairs to determine how that sentence fits into the structure of the paragraph and what it adds to the theme, setting, or plot.</p> <p>After the theme has been established, the teacher assigns each group a stanza. On one side of an index card, students write a response explaining how the stanza fits into the structure of the poem. On the other side of the index card, students explain how the stanza contributes to the overall theme. The teacher asks speakers from each group to arrange themselves in order of the stanzas and share their answers.</p>	<p><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>chapter</b> – the main division within a book</p> <p><b>plot</b> – the sequence of events in a story, play, movie, etc.</p> <p><b>setting</b> – the time and place of the action in a book, play, story, etc.</p> <p><b>stanza</b> – the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</p>
<p><b>Priority Standard</b>  <b>RL.6.6</b> Explain how an author develops the <b>point of view</b> of the narrator or speaker in a <b>text</b>.</p>	<p>Students describe how an author constructs the point of view of the speaker or narrator in a text.</p> <p><i>In the Classroom:</i>  After identifying the narrator’s or speaker’s point of view, the teacher provides students with a list of words, phrases, sentences, and/or passages</p>	<p><b>point of view</b> – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>from the text. Students narrow the list by discussing which items on the list develop the point of view and explaining how they develop the point of view.</p> <p>After establishing the point of view of the narrator or speaker, students highlight key sentences or words that support that point of view. They review the highlighted portions and discuss how the author developed the point of view.</p>	<p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
Standard	Clarification	Glossary
<i>Cluster: Integration of Ideas and Analysis</i>		
<p>RL. 6.7 <b>Compare and contrast</b> the experience of reading a story, <b>drama</b>, or <b>poem</b> to listening to or viewing an audio, video, or live version of the <b>text</b>, including <b>contrasting</b> what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Students note similarities and differences about their experiences reading a story, play, or poem versus listening to or watching the same text in a recorded or live adaptation. Students explain the differences between what they can visualize and hear when reading as opposed to what they sense while listening or watching.</p> <p><i>In the Classroom:</i> Students generate Venn diagrams in response to their reading. On the left side, students write what they “saw” and “heard” when reading. On the right side, students write what they observed and experienced when listening or viewing. In the middle of the Venn diagrams, students note similarities. In small groups, students discuss their text experiences.</p> <p>In small groups, students read literature and then experience an audio or live version. Students write short summaries about the</p>	<p><b>compare</b> – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p><b>contrast</b> – refers to the highlighting of the ways in which two or more objects, people, etc. are different or dissimilar</p> <p><b>drama</b> – a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</p> <p><b>poem</b> – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>similarities and differences between the two versions.</p>	
<p>RL.6.9 <b>Compare and contrast texts</b> in different forms or <b>genres</b> in terms of their <b>approaches</b> to similar <b>themes</b> and <b>topics</b>.</p>	<p>Students analyze texts in different formats or genres by explaining the similarities and differences in how each text addresses similar themes and topics. Formats include: stories, poems, novels, etc. Genres include: historical fiction, fantasy, mystery, etc.</p> <p><i>In the Classroom:</i> The teacher leads a class discussion using questions such as: “How is _____ similar to or different from _____?” “Although _____ and _____ address the same theme or topic, what makes them different?” “How does _____ approach the topic or theme with a different perspective from _____?”</p> <p>The teacher and students brainstorm a list of points for comparison. Students use two-column notes to compare and contrast the texts’ approaches to similar themes and topics.</p>	<p><b>approaches</b> – the particular decisions an author makes when deciding how to present a topic</p> <p><b>compare</b> – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with <b>contrast</b>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p><b>genre</b> – a category or type of literature or art characterized by similarities in form, style, and subject</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>theme</b> – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>
<p><b>Cluster - Range of Reading and Level of Complexity</b></p>		
<p>RL.6.10 By the end of grade 6, read and understand literature within the 6-8 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to <b>text</b>.</p>	<p>By the end of grade 6, students competently read and understand literature within the 6-8 text complexity band (Lexile: <b>925-1185</b>). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p>	<p><b>independently</b> – on one’s own, without aid from another (such as a teacher)</p> <p><b>proficient/proficiently</b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p><i>In the Classroom:</i> The teacher integrates independent reading seamlessly into regular instruction.</p> <p>The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to help them monitor their comprehension.</p> <p>Students use graphic organizers with three concentric circles: the innermost circle is labeled "Text-to-Self," the next circle is labeled "Text-to-Text," and the outermost circle is labeled "Text-to-World." During independent reading, students record personal connections to the text in the innermost circle, connections to other texts they've read in the next circle, and connections to history or current events in the outermost circle. After reading, students discuss their connections with partners or in small groups.</p>	<p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>text complexity band</b> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</p>
--	--	--

### Reading Standards for Informational Text

Standard	Clarification	Glossary
<b>Cluster: Key Ideas and Evidence</b>		
<p><b>Priority Standard</b>  <b>RI.6.1</b> Cite <b>textual evidence</b> to support <b>analysis</b> of what the <b>text</b> says <b>explicitly</b> as well as <b>inferences</b> drawn from the text.</p>	<p>Students use evidence from the text to support their analyses of what the text directly and indirectly states.</p> <p><i>In the Classroom:</i>                      The teacher states an inference about the text. The teacher models underlining or highlighting textual evidence that supports the stated inference in a small portion of the text. Using the same inference, the teacher and students work together to underline or highlight textual evidence. The teacher uses guiding questions such as: “Where does the text say something in relation to my inference?” “What words, phrases, or sentences support my inference?” “How do these words, phrases, and sentences prove my inference is accurate?”</p> <p>Students respond to text-dependent questions using the ACE protocol: Answer the question, Cite textual evidence, and Explain how the evidence supports their answers.</p>	<p><b>analysis</b> – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</p> <p><b>inference</b> – a conclusion derived from logical reasoning following an investigation of available evidence</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>textual evidence</b> – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself</p>
<p><b>Priority Standard</b>  <b>RI.6.2</b> Determine a <b>central idea</b> of a <b>text</b> and how it is <b>conveyed</b> through particular details; provide a <b>summary</b> of the text distinct from personal opinions or judgments.</p>	<p>Students establish the central idea of a text and consider how it is developed through certain details in the text. Using the central idea and key details, students summarize the text without personal feelings or judgments.</p> <p><i>In the Classroom:</i>                      The teacher co-constructs a graphic organizer with the class to help students determine the relationship between supporting details and the</p>	<p><b>central idea</b> – the unifying concept within an informational text to which other elements and ideas relate</p> <p><b>conveyed</b> – to make an idea or feeling known to another person; to carry over from one to another</p> <p><b>summary/summarize</b> – a brief statement of the main points of a larger work or text; the act of providing such a statement or account</p>



Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	central idea in a selection. Students use this information to summarize the text, being careful not to include their personal opinions.	<b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.6.3 <b>Analyze</b> in detail how a key individual, <b>event</b> , or idea is introduced, illustrated, and elaborated in a <b>text</b> .	<p>Students thoroughly examine how an important individual, event, or idea is first mentioned in the text, how it is made more clear or apparent, and how it is developed by using examples, anecdotes, or descriptions.</p> <p><i>In the Classroom:</i> Using a teacher-chosen, engaging informational text, students individually complete graphic organizers that demonstrate how a key figure, event, or idea is introduced and described throughout the work.</p> <p>Using a rich, informational text, students read the text aloud in small groups. Each group is assigned a different person, event, or idea from the text. Then, students use colored highlighters to annotate the article for information in the text, making notes in the margins about how that key event, person, or idea is developed in the text.</p>	<p><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>event</b> – a thing that happens; an occurrence</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<b>Cluster: Craft and Structure</b>		
<b>Priority Standard</b> RI.6.4 Determine the meaning of words and <b>phrases</b> as they are used in a <b>text</b> ; <b>analyze</b> the impact of a specific word choice on meaning.	<p>Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author influences the meaning of the text as a whole.</p> <p><i>In the Classroom:</i> The teacher sequentially numbers sections of a text and pastes each one to separate poster paper. In small groups, students work to</p>	<p><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “<b>Running through the forest</b>, she breathed in the fresh, crisp air.”)</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>annotate one of the sections. They circle unknown words and underline any context that provides insights into the meanings of the words. They place stars over words that impact the meaning of the section as a whole. The teacher leads a class discussion using the annotations as a guide, helping students draw the relationships between the author’s word choices and the overall meaning of the piece.</p> <p>Using an online sticky note forum, students suggest vocabulary to change in the text and work as small groups to integrate the suggestions into their rewrites. The teacher leads a class discussion about how the meaning of the text was changed when vocabulary/ phrases were altered</p>	<p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p><b>Priority Standard</b>  <b>RI.6.5 Analyze</b> how a particular sentence, paragraph, <b>chapter</b>, or section fits into the overall structure of a <b>text</b> and contributes to the development of the ideas.</p>	<p>Students examine how a specific sentence, paragraph, chapter, or section fits as part of the whole text and adds to the development of ideas.</p> <p><i>In the Classroom:</i>  The teacher divides class into small groups. Each group has a different paragraph. Each person in the group is assigned a sentence from the paragraph. Each student explains how his/her sentence fits as part of the paragraph. As a group, they decide how their paragraph fits into the chapter or section of text and adds to the development of an idea.</p> <p>Using a rich informational paragraph, students determine specific sentences that are key to the paragraph and explain why</p>	<p><b>analyze</b> – to critically examine the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>chapter</b> – the main division within a book</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

<p><b>Priority Standard</b>  <b>RI.6.6</b> Determine an author’s <b>point of view</b> or <b>purpose</b> in a text and explain how it is <b>conveyed</b> in the text.</p>	<p>Students establish the author’s beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain how this is shown in the text.</p> <p><i>In the Classroom:</i>          After reading a text, students work in small groups to figure out the author’s point of view about a topic. Students look for strong words that express an opinion and annotate those words by describing what the words tell them about the author’s view. From the examples they find and the annotations they write, they determine the author’s point of view about the topic.</p> <p>Students work in groups to respond to the question: “What was the author’s reason for writing this text?” The teacher introduces two possible reasons, such as to inform or to entertain. The groups brainstorm other reasons (persuade, describe). They provide question stems under each purpose: Describe - is the author providing details about a person, place, or thing? Entertain - Does the passage tell a personal story? Inform - Does the passage provide facts about a topic? Persuade - Does the passage try to get readers to do something? The teacher provides each group with a paragraph. Students highlight the sentences that provide clues explaining why the author wrote the text. Using the questions, they determine the author’s purpose.</p>	<p><b>conveyed</b> – to make an idea or feeling known to another person; to carry over from one to another</p> <p><b>point of view</b> – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</p> <p><b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
--	---	---

<b>Cluster: Integration of Ideas and Analysis</b>		
<p>RI. 6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Students combine information from different print and non-print media to create a clear understanding of a topic or issue. Visual print and non-print media include: written text, illustrations, video, etc. Quantitative print and non-print media include: text with numbers or measures, graphs, charts, etc.</p> <p><i>In the Classroom:</i> Students review movie clips, print advertisements, and written text about the same topic, noting important information from each format. They synthesize this information into a single paragraph that shows their understanding of a topic. Students think-pair-share about their findings and discuss how the text variety contributed to their understanding of the topic.</p> <p>The teacher provides students with several different kinds of media or formats on a specific topic or issue. Students use a two-column graphic organizer: the left column is labeled “Media or Format,” and the right column is labeled “Tells Me...” In the left column, students list the different media or formats (including visual and quantitative). In the right column, students explain how the information from each media or format tells them more about the topic or issue under study. Using all of the information in the right column, students write responses that explain their understanding of the topic or issue.</p>	<p><b>coherent</b> – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together</p> <p><b>quantitatively</b> – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

<p>RI 6.8 Trace and <b>evaluate</b> the <b>argument</b> and specific <b>claims</b> in a <b>text</b>, distinguishing claims that are supported by <b>reasons</b> and <b>evidence</b> from claims that are not.</p>	<p>Students follow and assess the argument and specific claims made in a text, pointing out claims that are supported by reasons and evidence and those that are not.</p> <p><i>In the Classroom:</i> Students read the text three times. The first time, students highlight text that identifies the argument and specific claims in a text. The second time, students use a different color to highlight the claims that are supported by reasons and evidence. The third time, students use a third color to highlight the claims that are not supported by reasons and evidence. Students use their findings to form an opinion of the argument and specific claims in a text.</p> <p>Students highlight parts of the text that identify the argument and specific claims in a text. Using a black marker, students “black out” claims that are not supported by reasons and evidence. Based on the text that remains, students form an opinion of the argument and specific claims in a text.</p>	<p><b>argument</b> – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p><b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</p> <p><b>evaluate</b> – to determine quality or value after careful analysis or investigation</p> <p><b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p><b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p>
<p>RI 6.9 <b>Compare and contrast</b> one author’s presentation of <b>events</b> with that of another.</p>	<p>Students determine the similarities and differences between how two authors present information about events (for example, a memoir by a person versus a biography about that person).</p> <p><i>In the Classroom:</i> The teacher and students brainstorm a list of points for comparison. Students use the list of points to highlight the similarities and differences between the authors’ presentations of events: similarities in one color and differences in</p>	<p><b>compare</b> – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with <b>contrast</b>, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</p> <p><b>event</b> – a thing that happens; an occurrence</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>another. Students share and discuss their findings with partners.</p> <p>Students use Venn diagrams to compare and contrast two authors' presentations of events.</p>	
<b>Cluster: Range of Reading and Level of Complexity</b>		
<p>RI.6.10 By the end of grade 6, read and understand <b>informational texts</b> within the 6-8 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to <b>text</b>.</p>	<p>By the end of grade 6, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: <b>925-1185</b>). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>In the Classroom:</i> The teacher integrates independent reading seamlessly into regular instruction.</p> <p>Students independently read a self-selected informational text from a teacher-provided text set, including expository articles. Students use post-it notes as tools for annotation, marking passages for connections, interpretations, and confusions. Students then use their annotations to write letters to the teacher sharing some of the thoughts they had while independently reading. The teacher uses these letters for conference discussions.</p> <p>The teacher provides students with a strategy or purpose for reading. During independent reading, students use the strategy or keep the purpose in mind to monitor their comprehension.</p>	<p><b>independently</b> – on one’s own, without aid from another (such as a teacher)</p> <p><b>informational text</b> – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</p> <p><b>proficient/proficiently</b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>text complexity band</b> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)</p>

## Language Standards

Standard	Clarification	Glossary
<b>Cluster: Conventions of Standard English</b>		
L.6.1 Demonstrate command of the <b>conventions of standard English grammar</b> and <b>usage</b> when writing or speaking; demonstrate <b>proficiency</b> within the 6-8 grammar continuum.	See Language Grammar Continuum (p.38-55) <a href="https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBiIcJFknvrN/view">https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBiIcJFknvrN/view</a>	<p><b>conventions of spoken and written standard English</b> – the generally accepted rules and practices for speaking and writing in the English language</p> <p><b>grammar</b> – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.</p> <p><b>proficient/proficiently</b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p><b>usage</b> – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions</p>
L.6.2 Demonstrate command of the <b>conventions of standard English capitalization, punctuation,</b> and spelling when writing; demonstrate <b>proficiency</b> within the 6-8 conventions continuum.	See Language Grammar Continuum (p.38-55) <a href="https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBiIcJFknvrN/view">https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBiIcJFknvrN/view</a>	<p><b>conventions of spoken and written standard English</b> – the generally accepted rules and practices for speaking and writing in the English language</p> <p><b>proficient/proficiently</b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

		<p><b>punctuation</b> – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)</p>
<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and <b>style</b>.</p> <p>b. Maintain consistency in style and <b>tone</b>.</p>	<p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <ul style="list-style-type: none"> <li>• Students use different sentence patterns, depending on their intended meaning, reader/listener interest, and style.</li> <li>• Students remain consistent in their choices for style and tone.</li> </ul> <p><i>In the Classroom:</i></p> <p>The teacher provides students with a sentence and three different intended meanings. The teacher asks students to revise the sentence in three different ways to convey each intended meaning. The students discuss the different sentence patterns they used.</p> <p>The teacher conducts writing conferences with students asking questions such as: “Does it seem like you are speaking to the same audience throughout the piece?” “Do any sentences seem out of place?”</p>	<p><b>style</b> – a particular manner of doing something (e.g., writing, painting, speaking, etc.) characteristic to an individual (e.g., author, singer, etc.), region, time, artistic/literary movement, etc.; in writing, style includes word choice, fluency, voice, sentence structure, figurative language, and syntax</p> <p><b>tone</b> – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</p>
<p><b>Cluster: Vocabulary Acquisition and Use</b></p>		
<p><b>Priority Standard</b></p> <p><b>L.6.4</b> Determine and/or clarify the meaning of unknown and <b>multiple-meaning words and phrases</b> based on grade 6 reading and content, choosing flexibly from a range of strategies: <b>context clues</b>, word parts, <b>word relationships</b>, and <b>reference materials</b>.</p>	<p>Students figure out and/or confirm the meaning of grade 6 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:</p> <ul style="list-style-type: none"> <li>• Context clues: Students use the overall meaning of a sentence or paragraph or a word’s position or</li> </ul>	<p><b>context clues</b> – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p>



	<p>function in a sentence as a clue to the meaning of the word or phrase.</p> <ul style="list-style-type: none"> <li>• <b>Word parts:</b> Students use common affixes and roots as clues to the meaning of words. For example, the root “aud” means “to hear” in the words auditory, audience, and audible.</li> <li>• <b>Word relationships:</b> Students use the relationship between particular words (e.g. cause/effect, part/whole, item/category, synonym/antonym, analogy) to better understand each of the words.</li> <li>• <b>Reference materials:</b> Students consult reference materials to verify the preliminary determination of the meaning of a word or phrase, such as checking the inferred meaning in context or in a dictionary.</li> </ul> <p><i>In the Classroom:</i></p> <p>The teacher provides students with a word relationship category. The students brainstorm a list of signal words and phrases that could provide information about a word’s relationship to another word. The teacher creates the list on an anchor chart that is used for future reference.</p> <p>The teacher puts a word on the board or projector that contains one affix (e.g., discontinue). The students, with prompting from the teacher, work collaboratively to identify the root and the affix. Consulting reference materials, if needed, students label the meanings of the word parts. The teacher and students combine the meanings to determine the definition of the word.</p>	<p><b>multiple-meaning words and phrases</b> – words and phrases that have more than one meaning (e.g., elephant’s <b>trunk</b> / car <b>trunk</b>)</p> <p><b>reference materials</b> – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary</p> <p><b>word relationship</b> – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p>
--	--	---

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

<p><b>Priority Standard</b>  <b>L.6.5</b> Demonstrate understanding of <b>figurative language</b> and <b>nuances</b> in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech in context based on grade 6 reading and content.</li> <li>b. Distinguish among the <b>connotations</b> of words with similar denotations.</li> </ol>	<p>Students show they understand figurative language and subtle differences in word meanings.</p> <ul style="list-style-type: none"> <li>• Students decipher the meaning of figurative language, such as personification, as it is used in the text in grade 6 texts and material.</li> <li>• Students differentiate between the associations of words that have similar definitions (e.g. stingy, scrimping, economical, unwasteful, thrifty)</li> </ul> <p><i>In the Classroom:</i>  The teacher divides students into small groups and provides them with a selection of short passages, each of which contains personification. The students discern the meaning of the expression from the context and create illustrations showing the expression literally. As a caption for the images, the students write brief explanations of what the expression actually means. Students share their illustrations and explanations with the class.</p> <p>The teacher provides students with a list of word pairs that have similar denotations, but different connotations (e.g., “inexpensive” vs “cheap”). Working in pairs or small groups, the students choose a word pair and create a short skit demonstrating the differences in the connotations. As the students perform their skits, the rest of the class explains the differences in the words’ connotations.</p>	<p><b>connotation</b> – an emotional or abstract meaning evoked by a word in addition to its literal meaning</p> <p><b>denotation</b> – the literal definition of a word, generally free of an emotional or cultural context</p> <p><b>figurative language</b> – language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., metaphor, allusion, etc.)</p> <p><b>nuance</b> – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., <b>happy</b> compared to <b>giddy</b>)</p>
<p>L.6.6 Acquire and use accurately grade-appropriate <b>general academic</b> and <b>domain-specific words and phrases</b>; develop vocabulary knowledge when considering a word</p>	<p>Students learn and correctly use Tier 2 and Tier 3 words and phrases. Students deepen their word knowledge when they examine a word or phrase</p>	<p><b>domain-specific vocabulary/words/phrases</b> – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

<p>or <b>phrase</b> important to comprehension or <b>expression</b>.</p>	<p>necessary for their reading or listening comprehension or written or oral expression.</p> <p><i>In the Classroom:</i> The teacher provides students with word web graphic organizers for new vocabulary. The students write the word and its student-friendly definition in the center of the web. Students add the knowledge they gain about a given word on the outside of the word web. Students share and compare their word webs, filling in additional or missing information.</p> <p>After giving students a writing assignment, the teacher asks students to read through their pieces and identify at least two places where they could increase comprehension or clarify expression. In pairs, students brainstorm ways in which they can use general academic and/or domain-specific vocabulary to improve expression in the piece. Before finalizing revision choices, the students consult with the teacher for feedback.</p>	<p><b>expression</b> – the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.</p> <p><b>general academic</b> – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</p> <p><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “<b>Running through the forest</b>, she breathed in the fresh, crisp air.”)</p>
--	---	---

## Writing Standards

Standard	Clarification	In the Classroom
<b>Cluster: Text Types, Purposes, and Publishing</b>		
<p><b>Priority Standard</b>  <b>W.6.1</b> Write <b>arguments</b> to support <b>claims</b> with clear <b>reasons</b> and relevant <b>evidence</b>.</p> <ol style="list-style-type: none"> <li>a. Organize information and ideas around a <b>topic</b> to plan and prepare to write.</li> <li>b. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>c. Support claim(s) with clear reasons and <b>relevant evidence</b>, using credible sources and demonstrating an understanding of the topic or <b>text</b>.</li> <li>d. Use words, <b>phrases</b>, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>e. Establish and maintain a <b>formal style</b>.</li> <li>f. Provide a concluding statement or section that follows from the argument presented.</li> <li>g. With some guidance and support from peers and adults, develop and <b>strengthen</b> writing as needed by <b>revising, editing</b>, rewriting, or trying a new approach, with consideration to <b>task, purpose</b>, and <b>audience</b>.</li> </ol>	<p>Argument writing establishes a writer’s position on a topic using sound reasoning and evidence. Argument writing has many purposes – to change the reader’s point of view, to call a reader to action, or to convince the reader that the writer’s explanation or purported version of the truth is accurate. Writers use legitimate reasons and relevant evidence in a logical progression to validate the writer’s position or claim(s). By the end of sixth grade, students understand how to write arguments in support of claims that include clear reasons and pertinent evidence. See Writing Guide p.17-22 <a href="https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBilCjFknvrN/view">https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBilCjFknvrN/view</a></p> <p><i>In the Classroom:</i>            Students ask themselves questions such as: • Have I organized my reasons and evidence clearly? • Am I completing my task, achieving my purpose, and thinking of my audience? • What words do I use to clarify relationships between claim(s) and reasons? Students reflect on these questions as they work to revise and edit their writing pieces. The teacher guides students as they analyze a mentor text for the author’s craft in building an argument. The students examine how the author moves fluidly from one reason/one piece of evidence to the next reason/piece of evidence to validate the claim. The students try the author’s approach in their own writing.</p>	<p><b>argument</b> – value statement(s) supported by evidence whose purpose is to persuade or explain  <b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p><b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth</p> <p><b>editing</b> – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <p><b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p><b>formal English, style, task, and use of</b> – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary</p>

		<p><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p><b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p><b>relevant evidence, observations, ideas, descriptive details</b> – detail and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</p> <p><b>revision/revising</b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing, which is largely related to correcting errors</p> <p><b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p><b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of</p>
--	--	--

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

		<p>product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>
<p>W.6.2 Write informative/explanatory <b>texts</b> to examine a <b>topic</b> and convey ideas, concepts, and information through the selection, organization, and <b>analysis</b> of relevant content.</p> <ol style="list-style-type: none"> <li>Organize information and ideas around a topic to plan and prepare to write.</li> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and <b>cause/effect</b>; include <b>formatting, graphics</b>, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, <b>concrete details</b>, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and <b>domain-specific vocabulary</b> to inform about or explain the topic.</li> <li>Establish and maintain a <b>formal style</b>.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>	<p>Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. By the end of sixth grade, students understand how to write informative/explanatory texts to investigate and communicate ideas, concepts, and information through effective selection, organization, and analysis of content related to the topic under study.</p> <p>See Writing Guide p.17-22  <a href="https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBilCjFknvrN/view">https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBilCjFknvrN/view</a></p> <p><i>In the Classroom:</i>          Students focus on addressing the task, purpose, and audience of their writing pieces. Students ask themselves questions such as: • Did I explain my topic, subject, or concept? • Did I provide only relevant examples to illustrate the concept? • Did I complete the assigned task? • Did I achieve my purpose and address my audience? As students</p>	<p><b>analysis</b> – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> <p><b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p><b>cause/effect</b> – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause</p> <p><b>concrete details</b> – information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay</p> <p><b>domain-specific vocabulary/words/phrases</b> – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</p> <p><b>editing</b> – the process by which an author improves a text by correcting errors in grammar and/or conventions (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

<p>h. With some guidance and support from peers and adults, develop and <b>strengthen</b> writing as needed by <b>revising, editing,</b> rewriting, or trying a new approach, with consideration to <b>task, purpose,</b> and <b>audience.</b></p>	<p>reflect on these questions, they work to rewrite their papers so their explanations are made even stronger. Students practice using strategies such as definition, classification, comparison/contrast, and cause/ effect with the same topic. Students assess which strategy worked best for their topic and use them in their writing pieces. The teacher chooses strong mentor informative/explanatory texts. Students analyze the mentor texts to see how authors present information for readers' understanding. Students study the techniques used in these mentor texts and try them in their own writing.</p>	<p><b>formal English, style, task, and use of</b> – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary</p> <p><b>formatting</b> – the physical presentation of written work used to highlight organization, categories, and topics and to provide consistency to the look of the work (e.g., font size, headers, etc.)</p> <p><b>graphics</b> – pictures, graphs, etc. (i.e., visualizations), generally used to illustrate or further explain a topic</p> <p><b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p><b>revision/revising</b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p><b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support</p>
--	--	---

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

		<p>for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p><b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>
<p>W.6.3 Write narratives to develop real or imagined experiences or <b>events</b> using effective technique, <b>relevant descriptive details</b>, and well-structured event <b>sequences</b>.</p> <p>a. Organize information and ideas around a <b>topic</b> to plan and prepare to write.</p> <p>b. Engage and orient the reader by establishing a context and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, <b>pacing</b>, and <b>description</b>, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of <b>transition words</b>, <b>phrases</b>, and clauses to convey sequence and signal shifts from one time frame or <b>setting</b> to another.</p>	<p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. By the end of sixth grade, students understand how to write narratives to unfold and share real or imagined experiences or events by using effective narrative techniques, related and illustrative details, and a purposefully structured sequence of events.</p> <p>See Writing Guide p.17-22</p>	<p><b>audiences</b> – the people who watch, listen to, view, and/or read something presented via an artistic medium</p> <p><b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</p> <p><b>editing</b> – the process by which an author improves a text by correcting errors in grammar and/or conventions (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more</p> <p><b>event</b> – a thing that happens; an occurrence</p> <p><b>pacing</b> – the speed at which a story progresses, evidence is presented, and/or information is</p>



Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

<p>e. Use precise words and phrases, relevant descriptive details, and <b>sensory language</b> to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and <b>strengthen</b> writing as needed by <b>revising, editing, rewriting, or trying a new approach</b>, with consideration to <b>task, purpose, and audience</b>.</p>	<p><a href="https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBilCjFknvrN/viw">https://drive.google.com/file/d/1miYlynaLnPIJUBpIA7iGOBilCjFknvrN/viw</a></p> <p><i>In the Classroom:</i> Students focus on how well the purpose and audience of their writing has been addressed. Students ask themselves questions such as: • “What am I telling here, a real or imagined event? Is that clear to the reader?” • “Do I provide enough detail to convey to the reader what happened in the narrative?” • “Do I use appropriate transition words that help the reader understand the sequence of the narrative?” • “Are there better word choices to make this event more vivid in the reader’s mind?” As students reflect on these questions, they should work to rewrite their papers so their narratives are made even stronger.</p>	<p>delineated, affecting the overall tone of a literary work (e.g., a rapid, clipped pace inspires a sense of urgency)</p> <p><b>phrase(s)</b> – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “<b>Running through the forest</b>, she breathed in the fresh, crisp air.”)</p> <p><b>purpose</b> – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <p><b>relevant evidence, observations, ideas, descriptive details</b> – details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</p> <p><b>revision/revising</b> – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors</p> <p><b>sensory language/details</b> – words or details (e.g., descriptions) in a literary work that relate to the way things are perceived by the senses</p>
---	--	--

		<p><b>sequence/sequence of events</b> – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</p> <p><b>setting</b> – the time and place of the action in a book, play, story, etc.</p> <p><b>strengthen</b> – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.</p> <p><b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p> <p><b>transition(s)/transitional words</b> – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another; words that connect one element (e.g., sentence, paragraph, section, idea, etc.) to another, allowing an author to highlight the nature of the relationship and/or connection between them</p>
<p>W.6.4 Use <b>digital tools</b> and resources to produce and <b>publish</b> writing as well as to <b>interact</b> and collaborate with others; demonstrate sufficient word</p>	<p>Students use digital tools and resources (e.g., screencast, word processing, articles, etc.) to create and share writing with audiences and to communicate and collaborate with peers (e.g.,</p>	<p><b>digital tools</b> – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites,</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

<p>processing skills.</p>	<p>conferencing apps, etc.). Students also show proficiency in using word processing tools for writing (editing files, using spell check, formatting, etc.).</p> <p><i>In the Classroom:</i> The teacher provides students with a list of writings, covering a variety of tasks, purposes, and audiences. The teacher and students brainstorm options for matching appropriate digital tools to the different writing tasks (e.g., blogs, forum posts, tweets, etc.).</p> <p>The teacher provides students with a list of word processing tasks and features. The students choose one and create a how-to for demonstrating the task or feature they’ve chosen, generating an archivable resource for classmates.</p>	<p>video recording and editing software, cloud-based applications, etc.</p> <p><b>interact</b> – to act in such a manner as to influence another</p> <p><b>publish</b> – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available</p>
<p><b>Cluster: Research</b></p>		
<p>W.6.5 Conduct short <b>research</b> projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.</p>	<p>Students organize and carry out short research projects that provide an answer to a question. Students reference and use information from multiple sources to answer the question and adjust the focus of their research when needed.</p> <p><i>In the Classroom:</i> The teacher poses a driving research question to students. As students research sources, they highlight the information needed to answer the question. When crafting their answers to the research question, students use the highlighted information from the sources.</p>	<p><b>research (short or more sustained)</b> – an investigation into and study of relevant materials and resources for the purpose of identifying information, establishing facts, drawing conclusions, finding connections, etc.; students conduct short research investigations (e.g., reading a biography of a historical figure) in order to create context and foundations for learning; students conduct more sustained research (e.g., consulting a variety of sources on the ethics surrounding growth hormones) in order to gather and synthesize (either as evidence for claims or data to present/explain) information from a variety of sources</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>The teacher provides several questions along with a list of sources. The teacher divides the class into small groups. Each group matches sources to the questions. Students review the matches and determine if additional sources are needed, or if refocusing is appropriate based on the sources available.</p>	
<p>W.6.6 Gather relevant information from multiple print and <b>digital sources</b>; assess the credibility of each source; and quote or <b>paraphrase</b> the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Students collect pertinent information from several print and digital sources and evaluate each source for reliability. Students quote or paraphrase information from these sources by providing basic source information, such as the title, author, publisher, date, etc., to avoid plagiarism.</p> <p><i>In the Classroom:</i> The teacher models assessing the credibility of a source by asking questions such as: “Who is the author of this source?”, “How is the author related to the topic of the source?”, “What expertise does the author have on this topic?”, “When was this published?”, “Do other credible sources reference or support this source/author?”</p> <p>The teacher provides (or guides students to brainstorm) a list of phrases or sentence frames that ask students to insert basic bibliographic information for the sources they use. Students use the phrases or sentence frames when including quoted or paraphrased text in their writing.</p>	<p><b>digital sources</b> – refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats.</p> <p><b>paraphrase</b> – express the meaning of something written or spoken using different words, generally for the purpose of clarification or understanding</p>

## Speaking and Listening

Standard	Clarification	In the Classroom
<b>Cluster: Collaboration and Communication</b>		
<p><b>Priority Standard</b>  <b>SL.6.1</b> 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.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; <b>explicitly</b> draw on that preparation by referring to <b>evidence</b> on the <b>topic, text</b>, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and <b>respond</b> to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the <b>key ideas</b> expressed and demonstrate understanding of multiple <b>perspectives</b> through reflection and paraphrasing.</li> </ul>	<p>Students take a meaningful part in purposeful discussions about grade 6 topics with different partners. They build on the ideas of others and state their ideas clearly. They participate in teacher- and student-led discussions, including one-on-one, small group, and whole group.</p> <ul style="list-style-type: none"> <li>a. Students prepare for discussion ahead of time and support their statements with evidence from preparation materials.</li> <li>b. Students follow rules for discussions and set goals and deadlines. If necessary, students work together to determine the responsibilities of each member of a team or group.</li> <li>c. Students ask relevant questions and provide appropriate, detailed answers to questions asked by others.</li> <li>d. Students briefly restate main points and explain how the main points relate to each other and show others' perspectives.</li> </ul> <p><i>In the Classroom:</i>                      The teacher chooses a topic for discussion and provides students with some required preparation materials (e.g., newspaper or journal articles). Students are given time to explore the materials. Using evidence and information from the materials for support, the students respond</p>	<p><b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p><b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</p> <p><b>key ideas</b> – most important thoughts addressed in a text or discussion</p> <p><b>perspective</b> – an attitude toward or outlook on something</p> <p><b>reflection</b> – lengthy consideration and thought given to some topic or idea based on what is known or has been learned about it</p> <p><b>respond</b> – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.</p> <p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>to questions from the teacher and other comments made by classmates.</p> <p>The teacher explains and demonstrates how to ask questions in order to learn more about a perspective and how to paraphrase information. In pairs, students practice asking one another questions based on materials provided by the teacher and paraphrasing other overall responses.</p>	
<p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a <b>topic, text</b>, or issue under study.</p>	<p>Students determine the meaning or message of information presented in various ways and forms. Additionally, students explain how the information adds to the overall topic.</p> <p><i>In the Classroom:</i> The teacher shows students several recorded nonfiction videos, each of which uses a different type of chart, graph, or table. The teacher guides the students through a whole group discussion of the information presented in each type of visual element. In small groups, students determine the contribution of each type of visual element and prepare a share out about one type for the whole group.</p> <p>The teacher provides students with a transcript of a video or audio recording in which information presented in various and distinct formats have been removed. Students journal briefly about their thoughts on the information in the transcript. Following this, the teacher plays the video or audio recording for students. Students journal briefly about their thoughts on how the information presented in the diverse media and formats included in the recording</p>	<p><b>text</b> – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</p>

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	contribute to the topic, text, or issue under study.	
SL.6.3 <b>Delineate</b> a speaker’s <b>argument</b> and specific <b>claims</b> , distinguishing claims that are supported by <b>reasons</b> and <b>evidence</b> from claims that are not.	<p>Students precisely describe a speaker's argument and the ideas that back it up. They determine which claims are supported by evidence and reasons and which are unsupported.</p> <p><i>In the Classroom:</i> The teacher plays students a recorded motivational speech. The teacher facilitates a whole group discussion in order to determine the claims made by the speaker. Students are then divided into small groups. The students work collaboratively to determine the evidence the speaker uses for each claim, revealing which claims are supported by reasons and evidence and which are not supported.</p> <p>The teacher shows students an infomercial, and the students, as a class, generate a list of claims made throughout the speech. Each student records the list. The teacher shows the infomercial a second time, and this time the students note whether each claim is supported by reasons and evidence or not. The teacher may choose to facilitate a whole group discussion about the validity of the reasons; however, this is technically beyond the scope of the standard</p>	<p><b>argument</b> – value statement(s) supported by evidence whose purpose is to persuade or explain</p> <p><b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth.</p> <p><b>delineate</b> – to describe something precisely</p> <p><b>evidence</b> – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement</p> <p><b>reasons/reasoning</b> – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic</p>
<b>Cluster: Presentation of Knowledge and Ideas</b>		
SL.6.4 Present <b>claims</b> and findings, sequencing ideas logically and using pertinent <b>descriptions</b> , facts, and details to accentuate <b>main ideas or themes</b> ; adapt speech to a variety of contexts and <b>tasks</b> .	Students present claims and findings in a logical order. Students use relevant description, facts, and details to highlight or call attention to the main ideas or themes. Students consider the assignment, audience, topic, and goals when	<b>claim(s)</b> – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth

Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards

	<p>making choices about the style and tone of a speech.</p> <p><i>In the Classroom:</i> The teacher provides students with a basic outline for a presentation that contains only the main ideas and/or themes. In small groups, planning for their classmates as an audience, students brainstorm about which descriptions, facts, and details would add support to the main ideas on the outline. The teacher helps the small groups refine the information they've identified as supporting information. Following this, the teacher asks students to identify a different audience (e.g., school administration), and students brainstorm the ways in which they would need to adapt the presentations for a different audience.</p>	<p><b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</p> <p><b>main idea(s)/topic</b> – the primary or central topic(s) of a text or discussion that is supported and developed by other supporting points/ideas distinguishable from ideas and topics that can be eliminated without changing the overall meaning</p> <p><b>task</b> – (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</p>
<p>SL.6.5 Include <b>multimedia components</b> and visual displays in presentations to clarify information.</p>	<p>Students deliver presentations that use multimedia and visual elements (e.g., charts/graphs, images, music, sound, etc.) to make the information being shared more clear.</p> <p><i>In the Classroom:</i> The students create draft presentations that solely contain written text. The students review their draft presentations, making note of places where the information could be clarified with the use of multimedia and/or visual components. After the teacher consults with students on the selections they have made, the students add the multimedia and visual elements to their presentations.</p> <p>The teacher provides students with a sample presentation that lacks multimedia and/or visual</p>	<p><b>multimedia component</b> – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video)</p>



**Grade 6 ELA NCDPI Unpacked Content with OCS Priority Standards**

	<p>displays. The teacher and students browse through the presentation together and identify places where the information needs to be clarified. The teacher facilitates a discussion around how multimedia and/or visual elements could be used to improve clarity. The students then use this same strategy in their own presentations.</p>	
--	--	--