

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature  
 W = Writing  
 OLLS = Oral Language, Listening, and Speaking  
 V = Visual Literacy

RF = Foundational Skills  
 RL = Literature  
 W = Writing  
 RI = Informational Reading  
 SL = Speaking and Listening  
 L = Language Standards

SIXTH GRADE

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	Main	<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>	RL	1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	Main	<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL	Main	<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>	RL	3	Key Ideas and Details: 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.
RL	Main	<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>	RL	5	Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL	Main	<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>	RI	10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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RL	Main	<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>	L	5.b	Vocabulary Acquisition and Use: Use the relationship between particular words to better understand each of the words.
RL	1	<b>Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL	1	<b>Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	RI	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RL	1	<b>Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	L	5.c	Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
RL	1	<b>Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	L	6	Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	RI	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	L	4	Vocabulary Acquisition and Use: 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.
RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	L	4.a	Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
RL	1.1.a	Words in Context: Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	L	6	Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RL	1.1.b	Words in Context: Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use like or as: The Snowplow Reared Up Like a Stallion), metaphors (implied comparisons: Peace is a Sunrise), and multiple meaning words.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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RL	1.1.b	Words in Context: Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use like or as: The Snowplow Reared Up Like a Stallion), metaphors (implied comparisons: Peace is a Sunrise), and multiple meaning words.	RI	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RL	1.1.b	Words in Context: Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use like or as: The Snowplow Reared Up Like a Stallion), metaphors (implied comparisons: Peace is a Sunrise), and multiple meaning words.	L	4.a	Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
RL	1.1.b	Words in Context: Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use like or as: The Snowplow Reared Up Like a Stallion), metaphors (implied comparisons: Peace is a Sunrise), and multiple meaning words.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	1.2.a	Word Origins: Recognize the origins and meanings of foreign words frequently used in English.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL	1.2.b	Word Origins: Apply knowledge of root words to determine the meaning of unknown words within a passage.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL	1.2.c	Word Origins: Use word origins, including knowledge of less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin to analyze the meaning of complex words (autograph, autobiography, biology).	L	4.b	Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
RL	1.3.a	*Using Resource Materials and Aids: Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.	L	4.c	Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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RL	1.3.b	*Using Resource Materials and Aids: Relate dictionary definitions to context of the reading in order to aid understanding.	L	4.d	Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RL	2	<b>Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.</b>			
RL	2.1	Read regularly in independent-level texts (texts in which 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.			
RL	2.2	Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).			
RL	2.3	Increase silent reading speed through daily independent reading.			
RL	2.4	Read silently for increased periods of time.			
RL	3	<b>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.</b>	RL	10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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RL	3	<p><b>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.</b></p>	RI	1	<p>Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
RL	3	<p><b>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.</b></p>	RI	3	<p>Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

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RL	3	<p><b>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.</b></p>	RI	5	<p>Craft and Structure: 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>
RL	3	<p><b>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning. Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.</b></p>	L	3	<p>Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

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RL	3.1.a	Literal Understanding: Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).			
RL	3.1.b	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.	RL	10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL	3.1.b	Literal Understanding: Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.	RI	10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL	3.1.c	Literal Understanding: Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.	RI	3	Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RL	3.1.d	Literal Understanding: Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.			
RL	3.2.a	Inferences and Interpretation: Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	RI	1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.2.a	Inferences and Interpretation: Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	RI	1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.2.b	Inferences and Interpretation: Make inferences or draw conclusions about characters' qualities and actions (i.e. based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character			

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RL	3.2.c	*Inferences and Interpretation: Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).			
RL	3.3.a	Summary and Generalization: Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL	3.3.a	Summary and Generalization: Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.	RI	2	Key Ideas and Details: 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.
RL	3.3.b	Summary and Generalization: Make generalizations based on information gleaned from text.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL	3.3.b	Summary and Generalization: Make generalizations based on information gleaned from text.	RI	2	Key Ideas and Details: 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.
RL	3.3.b	Summary and Generalization: Make generalizations based on information gleaned from text.	RI	5	Craft and Structure: 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.
RL	3.3.c	Summary and Generalization: Support reasonable statements and conclusions by reference to relevant aspects of text and examples.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL	3.3.c	Summary and Generalization: Support reasonable statements and conclusions by reference to relevant aspects of text and examples.	RI	2	Key Ideas and Details: 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.
RL	3.3.d	Summary and Generalization: Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.	RL	2	Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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RL	3.4.a	Analysis and Evaluation: Evaluate the believability of a character and the impact they have on the plot.	RL	3	Key Ideas and Details: 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.
RL	3.4.b	Analysis and Evaluation: Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.	RL	3	Key Ideas and Details: 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.
RL	3.4.c	Analysis and Evaluation: Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	RL	3	Key Ideas and Details: 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.
RL	3.4.d	Analysis and Evaluation: Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	L	1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.4.d	Analysis and Evaluation: Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	RI	1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.4.d	Analysis and Evaluation: Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	RI	5	Craft and Structure: 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.
RL	3.4.e	Analysis and Evaluation: Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).			
RL	3.4.f	Analysis and Evaluation: Distinguish among stated facts, inferences supported by evidence, and opinions in text.	RL	1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL	3.4.f	Analysis and Evaluation: Distinguish among stated facts, inferences supported by evidence, and opinions in text.	RI	6	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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RL	3.5.a	*Monitoring and Correction Strategies: Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).			
RL	3.5.b	*Monitoring and Correction Strategies: Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.			
RL	3.5.c	*Monitoring and Correction Strategies: Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.			
RL	4	<b>Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.</b>	RL	6	Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.
RL	4	<b>Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.</b>	RL	9	Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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RL	4	<b>Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.</b>	RI	6	Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RL	4	<b>Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.</b>	RI	9	Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RL	4	<b>Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.</b>	SL	1.d	Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
RL	4.1.a	Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	RL	9	Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

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RL	4.1.a	Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	W	9.a	Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories]in terms of their approaches to similar themes and topics").
R	4.1.a	Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature: Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.	W	9.b	Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
RL	4.1.b	Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature: Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	RL	9	Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL	4.1.b	Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature: Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	W	9.a	Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories]in terms of their approaches to similar themes and topics").
RL	4.1.b	Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature: Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.	W	9.b	Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
RL	4.2.a	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.	RL	5	Craft and Structure: 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.

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RL	4.2.b	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify and explain internal and external conflict in the development of a story.	RL	5	Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL	4.2.c	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.	RL	6	Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.
RL	4.2.c	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.	RI	6	Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RL	4.2.d	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Connect, compare, and contrast ideas, themes, and issues across texts.	RI	9	Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RL	4.2.d	Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Connect, compare, and contrast ideas, themes, and issues across texts.	W	9.a	Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories]in terms of their approaches to similar themes and topics").
RL	4.3.a	Figurative Language and Sound Devices - The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work: Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.	L	5.a	Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.

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RL	4.3.b	Figurative Language and Sound Devices - The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work: Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL	4.3.c	Figurative Language and Sound Devices - Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).			
RL	4.3.d	Figurative Language Sound Devices - Identify and describe the function and effect of common literary devices, such as imagery and symbolism. Imagery: the use of language to create vivid pictures in the reader's mind. Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.			
RL	4.4.a	*Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate works of literature and the historical context in which they were written.			
RL	4.4.b	*Literary Works - The student will read and respond to historically and culturally significant works of literature: Analyze and evaluate literature from various cultures to broaden cultural awareness.			
RL	4.4.c	*Literary Works - The student will read and respond to historically and culturally significant works of literature: Compare similar characters, settings, and themes from varied literary traditions.	RL	5	Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL	5	<b>Standard 5: Research and Information - The student will conduct research and organize information.</b>	RI	7	Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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Strand	Standard #	Standard	Strand	Standard #	Standard
RL	5	<b>Standard 5: Research and Information - The student will conduct research and organize information.</b>	RI	8	Integration of Knowledge and Ideas: 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.
RL	5	<b>Standard 5: Research and Information - The student will conduct research and organize information.</b>	W	7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
RL	5.1.a	Accessing Information - The student will select the best source for a given purpose: Use card catalogs and computer databases to locate sources for research topics.	W	7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
RL	5.1.b	Accessing Information - The student will select the best source for a given purpose: Access information from a variety of primary and secondary sources to gather information for research topics	RI	7	Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RL	5.1.b	Accessing Information - The student will select the best source for a given purpose: Access information from a variety of primary and secondary sources to gather information for research topics	W	7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
RL	5.1.b	Accessing Information - The student will select the best source for a given purpose: Access information from a variety of primary and secondary sources to gather information for research topics	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
RL	5.1.b	Accessing Information - The student will select the best source for a given purpose: Access information from a variety of primary and secondary sources to gather information for research topics	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL	5.1.c	Accessing Information - The student will select the best source for a given purpose: Use organizational strategies as an aid to comprehend increasingly difficult content material.	W	7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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Strand	Standard #	Standard	Strand	Standard #	Standard
RL	5.1.d	Accessing Information - The student will select the best source for a given purpose: Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.	RI	8	Integration of Knowledge and Ideas: 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.
RL	5.1.d	Accessing Information - The student will select the best source for a given purpose: Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL	5.1.e	Accessing Information - The student will select the best source for a given purpose: Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL	5.2.a	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).			
RL	5.2.b	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Identify and credit the reference sources used to gain information.	W	7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
RL	5.2.b	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Identify and credit the reference sources used to gain information.	W	8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
RL	5.2.c	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Determine the appropriateness of an information source for a research topic.			

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Strand	Standard #	Standard	Strand	Standard #	Standard
RL	5.2.d	Interpreting Information - The student will analyze and evaluate information from a variety of sources: Summarize information from multiple sources into a research paper.			
W	Main	<b>Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.</b>			
W	1	<b>Standard 1: Writing process. The student will use the writing process to write coherently.</b>	W	2.a	Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W	1	<b>Standard 1: Writing process. The student will use the writing process to write coherently.</b>	W	2.e	Text Types and Purposes: Establish and maintain a formal style.
W	1	<b>Standard 1: Writing process. The student will use the writing process to write coherently.</b>	W	2.f	Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.
W	1	<b>Standard 1: Writing process. The student will use the writing process to write coherently.</b>	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.1	Use a variety of prewriting strategies such as brainstorming, webbing, or using other graphic organizers to develop an idea appropriate for the intended audience, purpose, and topic.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.2	Add details, examples, reasons, and evidence to develop and support an idea.	W	1.c	Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.2	Add details, examples, reasons, and evidence to develop and support an idea.	W	2.a	Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W	1.2	Add details, examples, reasons, and evidence to develop and support an idea.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.3	Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.	W	1.c	Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W	1.3	Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.	W	1.d	Text Types and Purposes: Establish and maintain a formal style.
W	1.3	Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.	W	2.a	Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W	1.3	Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W	1.3	Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.4	Use effective transitions for effective blending of sentences and paragraphs.	W	2.c	Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.4	Use effective transitions for effective blending of sentences and paragraphs.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W	1.4	Use effective transitions for effective blending of sentences and paragraphs.	W	3.c	Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W	1.4	Use effective transitions for effective blending of sentences and paragraphs.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.5	Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.	W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
W	1.5	Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W	1.5	Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.	W	3.d	Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W	1.5	Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.5	Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.	L	3.a	Knowledge of Language: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
W	1.5	Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.	L	3.b	Knowledge of Language: Maintain consistency in style and tone.*

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W	1.6	Use a variety of sentence types and lengths to contribute to fluency and interest.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.7	Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	1.7	Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.	W	5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 6 on page53.)
W	1.8	Publish and present to peers and adults.	W	4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	2	<b>Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</b>	W	1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

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W	2	<b>Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</b>	W	2.a	Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W	2	<b>Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</b>	W	2.e	Text Types and Purposes: Establish and maintain a formal style.
W	2	<b>Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</b>	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	2	<b>Standard 2: Modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</b>	W	3.a	Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W	2.1.a	Compose fictional, biographical, and autobiographical narratives that: establish and develop a plot and setting with a distinct beginning, middle, and ending.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W	2.1.a	Compose fictional, biographical, and autobiographical narratives that: establish and develop a plot and setting with a distinct beginning, middle, and ending.	W	3.a	Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W	2.1.a	Compose fictional, biographical, and autobiographical narratives that: establish and develop a plot and setting with a distinct beginning, middle, and ending.	W	3.e	Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.
W	2.1.b	Compose fictional, biographical, and autobiographical narratives that: establish and develop a setting, characters, and point of view appropriate for the narrative.	W	3.a	Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W	2.1.b	Compose fictional, biographical, and autobiographical narratives that: establish and develop a setting, characters, and point of view appropriate for the narrative.	W	3.d	Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W	2.1.c	Compose fictional, biographical, and autobiographical narratives that: use a range of narrative devices, such as dialogue or suspense.	W	3.b	Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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W	2.1.d	Compose fictional, biographical, and autobiographical narratives that: adjust tone and style as necessary to make writing interesting and engaging to the audience.			
W	2.2.a	Compose expository test including descriptions, explanations, comparison and contrast, and problem and solution compositions that: state the thesis (position on the topic), main idea, or purpose.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.2.a	Compose expository test including descriptions, explanations, comparison and contrast, and problem and solution compositions that: state the thesis (position on the topic), main idea, or purpose.	W	2.a	Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
W	2.2.b	Compose expository test including descriptions, explanations, comparison and contrast, and problem and solution compositions that: explain the situation including supporting paragraphs with facts, details, and explanations.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.2.c	Compose expository test including descriptions, explanations, comparison and contrast, and problem and solution compositions that: organize the composition clearly and appropriately for the purpose of the writing.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.2.d	Compose expository test including descriptions, explanations, comparison and contrast, and problem and solution compositions that: include evidence and supporting details by paraphrasing from speakers, newspapers, magazines, media sources, or reference books to support arguments and conclusions.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W	2.2.d	Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.	W	2.b	Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	2.3.a	Compose persuasive/argumentative compositions that: state a clear position on a proposition or proposal.	W	1.b	Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W	2.3.b	Compose persuasive/argumentative compositions that: support the position with organized and relevant evidence and effective emotional appeals.	W	1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
W	2.3.b	Compose persuasive/argumentative compositions that: support the position with organized and relevant evidence and effective emotional appeals.	W	1.a	Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.
W	2.3.b	Compose persuasive/argumentative compositions that: support the position with organized and relevant evidence and effective emotional appeals.	W	1.b	Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W	2.3.c	Compose persuasive/argumentative compositions that: predict, identify, and address reader concerns and counterarguments.			
W	2.4.a	Compose reflective papers that may address one of the following purposes: express the individual's insight into conditions or situations.			
W	2.4.b	Compose reflective papers that may address one of the following purposes: compare a scene from a work of fiction with a lesson learned from experience.			
W	2.4.c	Compose reflective papers that may address one of the following purposes: complete a self-evaluation.			
W	2.5.a	Write responses to literature, including poetry, that: include an interpretation that shows careful reading, understanding, and insight.			
W	2.5.b	Write responses to literature, including poetry, that: organize the interpretations around several clear ideas.			

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W	2.5.c	Write responses to literature, including poetry, that: develop and justify the interpretation through the use of examples and evidence from the text.			
W	2.6	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	W	1.d	Text Types and Purposes: Establish and maintain a formal style.
W	2.7.a	Compose summaries of reading material that: include the main idea and most significant details.			
W	2.7.b	Compose summaries of reading material that: use the student's own words except for direct quotations.			
W	2.8	Compose friendly and formal letters and emails; continue to produce other writing forms introduced in earlier grades.			
W	2.9.a	Use appropriate essay test-taking and time-writing strategies that: address and analyze the question (prompt).	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W	2.9.b	Use appropriate essay test-taking and time-writing strategies that: use organizational methods required by the prompt.	W	10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W	2.9.c	Use appropriate essay test-taking and time-writing strategies that: utilize an editing checklist or assessment rubric, if provided.			
W	2.10	Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.			
W	3	<b>Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</b>	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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W	3.1.a	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Identify concrete, abstract, and collective nouns.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.b	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Identify the principal parts of verbs to form verb tenses.			
W	3.1.c	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Identify linking, transitive, and intransitive verbs.			
W	3.1.d	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Identify nominative, objective, and possessive pronouns correctly.	L	1.a	Conventions of Standard English: Ensure that pronouns are in the proper case (subjective, objective, possessive).
W	3.1.e	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Correctly use pronoun reference, and make pronouns agree with their antecedents.	L1.D	6	Conventions of Standard English: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
W	3.1.f	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Correctly form and use the positive, comparative, and superlative forms of adjectives.			
W	3.1.g	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Correctly form and use the positive, comparative, and superlative forms of adjectives.			
W	3.1.h	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Identify and correctly use appositives, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases.			

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.i	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Identify direct objects, indirect objects, objects of prepositions, predicate nominatives and predicate adjectives			
W	3.1.j	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: use prepositional phrases to elaborate written ideas.			
W	3.1.k	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Correctly use all conjunctions.			
W	3.1.l	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Correctly identify and use interjections.			
W	3.1.m	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).			
W	3.1.n	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Form regular and irregular plurals correctly.			
W	3.1.o	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade: Make subjects and verbs agree.			
W	3.2.a	Sentence Structure-Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory, and interrogative): Correct sentence run-ons and fragments.			

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.2.b	Sentence Structure-Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory, and interrogative): Correct dangling and misplaced modifiers.			
W	3.2.c	Sentence Structure-Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory, and interrogative): Differentiate between dependent, independent, restrictive (essential) and nonrestrictive (nonessential) clauses.			
W	3.2.d	Sentence Structure-Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory, and interrogative): Write simple and compound sentences.			
W	3.2.e	Sentence Structure-Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory, and interrogative): Compose sentences with simple, complete, and compound predicate.			
W	3.2.f	Sentence Structure-Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory, and interrogative): Indent paragraphs as needed for specified format.			
W	3.3.a	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Apply the capitalization rules appropriately in writing.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.3.b	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Punctuate correctly in writing: (I) End punctuation (II) Commas to separate words in a series, city and state, quotation, and sentence and to set off nonrestrictive phrases. (III) Quotation marks (IV) Apostrophes in contractions, possessives, indefinite pronouns, and quotations inside a quotation (V) Conventions of letter writing	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.b	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Punctuate correctly in writing: (I) End punctuation (II) Commas to separate words in a series, city and state, quotation, and sentence and to set off nonrestrictive phrases (III) Quotation marks (IV) Apostrophes in contractions, possessives, indefinite pronouns, and quotations inside a quotation (V) Conventions of letter writing	L	2.a	Conventions of Standard English: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
W	3.3.c	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Distinguish correct spelling of commonly misspelled words and homonyms.	6	6	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.c	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing: Distinguish correct spelling of commonly misspelled words and homonyms.	L	2	Conventions of Standard English: Spell correctly.
			W	1.e	Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.

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Strand	Standard #	Standard	Strand	Standard #	Standard
			L	1.b	Conventions of Standard English: Use intensive pronouns (e.g., myself, ourselves).
			L	1.c	Conventions of Standard English: Recognize and correct inappropriate shifts in pronoun number and person.*
			L	1.e	Conventions of Standard English: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
OCLS	Main	<b>Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b>			
OCLS	1	<b>*Standard 1: Listening - The student will listen for information and for pleasure.</b>	SL	1	Comprehension and Collaboration: 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.
OCLS	1	<b>*Standard 1: Listening - The student will listen for information and for pleasure.</b>	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OCLS	1.1	Identify the major ideas and supporting evidence in informative and persuasive messages.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OCLS	1.2	Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).	SL	1	Comprehension and Collaboration: 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.
OCLS	1.2	Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OCLS	1.3	Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).			

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	1.4	Evaluate the spoken message in terms of content, credibility, and delivery.	SL	1	Comprehension and Collaboration: 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.
OLLS	1.4	Evaluate the spoken message in terms of content, credibility, and delivery.	SL	3	Comprehension and Collaboration: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
OLLS	2	<b>*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.</b>	SL	1	Comprehension and Collaboration: 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.
OLLS	2.1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SL	1	Comprehension and Collaboration: 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.
OLLS	2.1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SL	1.a	Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OLLS	2.1	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.	SL	6	Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)
OLLS	2.2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	SL	1	Comprehension and Collaboration: 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.

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Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	SL	4	Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
OLLS	2.2	Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OLLS	2.3	Communicate using appropriate delivery (volume, rate, enunciation, and movement).	SL	1	Comprehension and Collaboration: 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.
OLLS	2.3	Communicate using appropriate delivery (volume, rate, enunciation, and movement).	SL	1.c	Comprehension and Collaboration: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OLLS	2.3	Communicate using appropriate delivery (volume, rate, enunciation, and movement).	SL	4	Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
			SL	1.b	Comprehension and Collaboration: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
			SL	1.d	Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
V	Main	<b>Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>	RL	7	Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
V	1	<b>*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.</b>	RI	7	Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
V	1.1	Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).	RI	7	Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
V	1.1	Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).	SL	2	Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
V	1.2	Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or drama).			
V	2	<b>*Standard 2: Evaluate media - The student will evaluate visual and electronic media, such as film, as compared with print media.</b>			
V	2.1	Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).			
V	2.2	Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).			
V	2.3	Evaluate how different media forms influence and inform viewers.			

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Strand	Standard #	Standard	Strand	Standard #	Standard
V	2.4	Assess how language, medium, and presentation contribute to the message.			
V	3	<b>*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.</b>	SL	5	Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.