

# Utah Core Essential Elements and Range of Complexity Examples for English Language Arts

Sixth Grade

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<http://schools.utah.gov/sars/Significant-Cognitive-Disabilities.aspx>

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## COMMON CORE ESSENTIAL ELEMENTS AND COMPLEXITY EXAMPLES FOR SIXTH GRADE

### Sixth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p><b>Key Ideas and Details</b></p> <p><b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERL.6.1.</b> Determine what a text says explicitly as well as what simple inferences should be drawn.</p>	<p><b>Students will:</b></p> <p><b>EERL.6.1.</b> Analyze a text to identify the information that is used in making an inference.</p> <p>Ex. After making an inference while reading a text, underline the information that was used in making the inference.</p> <p>Ex. Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference.</p> <p><b>Students will:</b></p> <p><b>EERL.6.1.</b> Determine what a text says explicitly as well as what inferences should be drawn.</p> <p>Ex. After reading <i>Yo! Yes?</i> determine that the boy says “me” explicitly, but he is really saying, “I’ll be your friend.”</p> <p>Ex. Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred.</p> <p><b>Students will:</b></p> <p><b>EERL.6.1.</b> Identify information that is and is not directly stated in the text.</p> <p>Ex. Using pictures, illustrations, etc., identify a detail that was not stated in the text.</p> <p>Ex. Through auditory or tactile sources, identify details directly stated in the text.</p> <p><b>Students will:</b></p> <p><b>EERL.6.1.</b> Answer a question about explicit information provided in the text.</p> <p>Ex. Respond to a question about the text by indicating through turn of the</p>

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		<p>head or eye gaze whether each of two options is correct.</p> <p>Ex. Respond to a question about a detail from an illustration in the text by answering “yes” or “no” or using a switch to indicate whether each of two options is correct.</p>
<p><b>RL.6.2.</b> 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.</p>	<p><b>EERL.6.2.</b> Determine the theme or central idea of a familiar story and identify details that relate to it.</p>	<p><b>Students will:</b>  <b>EERL.6.2.</b> Determine the theme or central idea of an unfamiliar story and details that relate to it.  Ex. Given a passage from an unfamiliar short story, determine the central idea and then identify details in the text that relate to the central idea.</p> <p><b>Students will:</b>  <b>EERL.6.2.</b> Determine the theme or central idea of a familiar story and identify details that relate to it.  Ex. Given a short passage from a familiar story, determine the central idea and then highlight details in the text that relate to the central idea.  Ex. Given an array of choices, determine which best represents the theme of the story and then choose two details from the story that relate to the theme.  Ex. Given an array of choices, select an illustration that represents the central idea of the story and point out two details in the illustration that are discussed in the story.</p> <p><b>Students will:</b>  <b>EERL.6.2.</b> Identify the theme or central idea of a familiar story.  Ex. Given a short passage from a familiar story, identify the theme or central idea from a list of choices.  Ex. Given an array of choices, select an illustration that represents the central idea of a familiar story.</p> <p><b>Students will:</b>  <b>EERL.6.2.</b> Identify details from a familiar story.</p>

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		<p>Ex. Given a list of details, identify those that relate to a familiar story.</p> <p>Ex. Using a communication device, identify a detail from a familiar story.</p>
<p><b>RL.6.3.</b> 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><b>EERL.6.3.</b> Identify the episodes or significant events in a story or drama.</p>	<p><b>Students will:</b>  <b>EERL.6.3.</b> Recount a story’s beginning, middle, and end, highlighting the significant events or episodes in each part.  Ex. Recount the beginning, middle, and end of a story and select from choices the most significant episodes in the story.  Ex. Recount significant episodes that occur at the beginning, middle, and end of a story (e.g., in superhero movies, good guy meets bad guy, bad guy almost defeats good guy, then good guy defeats bad guy.).</p> <p><b>Students will:</b>  <b>EERL.6.3.</b> Identify the episodes or significant events in a story or drama.  Ex. Given a list of episodes or events from a story, identify those that are significant.  Ex. Given a text projected on an interactive whiteboard, highlight the significant events throughout the story.</p> <p><b>Students will:</b>  <b>EERL.6.3.</b> Identify a significant event in a story or drama.  Ex. Select or recall one significant episode or events.  Ex. Identify a significant event involving a favorite character in a familiar story by selecting from a choice of illustrations.</p> <p><b>Students will:</b>  <b>EERL.6.3.</b> Identify an event in a familiar story or drama.  Ex. Given two or more choices (e.g., illustrations or objects), respond to indicate any choice is an event that occurred in a familiar story.</p>
<p><b>Craft and Structure</b></p>	<p><b>EERL.6.4.</b> Determine the meaning of simple idioms</p>	<p><b>Students will:</b>  <b>EERL.6.4.</b> Explain the meaning of simple idioms and figures of speech as</p>

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<p><b>RL.6.4.</b> 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.</p>	<p>and figures of speech as they are used in a text.</p>	<p>they are used in a text.  Ex. After reading books like <i>In a Pickle</i>, explain the meaning of two or more idioms.  Ex. During a shared reading of <i>Monkey Business</i>, explain the idiom depicted on each page.</p> <p><b>Students will:</b>  <b>EERL.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.  Ex. After reading multiple sections of <i>Raining Cats and Dogs</i>, determine which idioms match which true meanings.  Ex. Given three true meanings of idioms, determine which idioms the meanings match during a shared reading of <i>Monkey Business</i>.  Ex. Act out the true meaning of idioms as they appear in books like <i>More Parts</i>.</p> <p><b>Students will:</b>  <b>EERL.6.4.</b> Recognize when a simple idiom or figure of speech is used in text.  Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification.  Ex. Given an illustrated page from <i>Amelia Bedelia</i> projected on an interactive whiteboard, highlight the part of the text (figurative language) that matches Amelia’s actions.</p> <p><b>Students will:</b>  <b>EERL.6.4.</b> Recognize a repeated expression used in text.  Ex. During shared reading of a familiar text, signal when a phrase is repeated in a text.</p>
<p><b>RL.6.5.</b> Analyze how a particular sentence,</p>	<p><b>EERL.6.5.</b> Determine how a sentence, paragraph,</p>	<p><b>Students will:</b>  <b>EERL.6.5.</b> Explain how a sentence, paragraph, scene, or stanza fits into the</p>

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<p>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>scene, or stanza fits into the overall structure of the text.</p>	<p>overall structure of the text.            Ex. Given the stanzas from a poem, organize them and explain how they go together using words like <i>first, then, last</i>.            Ex. Given a variety of examples of different scenes from a play, explain how they fit together to create the overall structure of the play.</p> <p><b>Students will:</b>  <b>EERL.6.5.</b> Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.            Ex. While reading a familiar story, provide a sentence that is <i>not</i> a repeated line but is predictable based on the overall meaning or structure of the text.            Ex. Given a familiar poem projected on an interactive whiteboard with a line or stanza missing, identify the missing part from an array of choices.</p> <p><b>Students will:</b>  <b>EERL.6.5.</b> Select or provide a sentence that completes the overall structure of a text.            Ex. During shared reading of a story, identify a possible missing sentence from given choices that is <i>not</i> a repeated line but is predictable based on the overall meaning or structure of the text.</p> <p><b>Students will:</b>  <b>EERL.6.5.</b> Provide a repeated word, phrase, or sentence from a familiar poem or story.            Ex. Use a voice output communication device to provide a repeated word that appears at the end of each line in a familiar poem.            Ex. Say the repeated line in a familiar story or poem.</p>
<p><b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or</p>	<p><b>EERL.6.6.</b> Use an example from a text to describe the point of view of the</p>	<p><b>Students will:</b>  <b>EERL.6.6.</b> Explain the point of view of the narrator, using examples from the text.</p>

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<p>speaker in a text.</p>	<p>narrator.</p>	<p>Ex. Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story.</p> <p>Ex. Select words from the text to show whether the narrator is telling the story from a first-person or third-person point of view.</p> <p>Ex. Use a voice output device to state the point of view of the narrator, and then point to a specific line in the text as an example.</p> <p><b>Students will:</b>  <b>EERL.6.6.</b> Use an example from a text to describe the point of view of the narrator.</p> <p>Ex. Use a voice output device to restate a specific line from a text as an example of the point of view of the narrator.</p> <p>Ex. Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story.</p> <p>Ex. Select words from the text to show whether the narrator is telling the story from a first-person or third-person point of view.</p> <p><b>Students will:</b>  <b>EERL.6.6.</b> Identify the narrator.</p> <p>Ex. Presented with pictures of the main characters from a story, identify who tells the story.</p> <p><b>Students will:</b>  <b>EERL.6.6.</b> Identify the narrator when a character is narrating the story.</p> <p>Ex. When presented with a picture representation of the main character in the story, identify him/her as the person telling the story.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RL.6.7.</b> Compare and contrast the experience of</p>	<p><b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.</p>	<p><b>Students will:</b>  <b>EERL.6.7.</b> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the text.</p> <p>Ex. Indicate similarities and differences in sensory experiences between a book and a video version of the same text.</p>

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<p>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.</p>		<p>Ex. Indicate preferences for forms of presentation by comparing and contrasting what is liked and disliked about the two presentations (e.g., “I liked _____ because I could see _____ in my mind/on the screen”).</p> <p><b>Students will:</b>  <b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.  Ex. Read a book and watch a video, then describe what they liked and did not like about the different presentations.</p> <p><b>Students will:</b>  <b>EERL.6.7.</b> Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version.  Ex. Select from a list one thing that is the same between the two.</p> <p><b>Students will:</b>  <b>EERL.6.7.</b> Recognize the text version of a story, drama, or poem that matches the audio, video, or live version.  Ex. After watching a video presentation of a familiar story, identify the book that tells the same story.</p>
<p><b>RL.6.8.</b> (Not applicable in literature.)</p>	<p><b>EERL.6.8.</b> N/A</p>	
<p><b>RL.6.9.</b> 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.</p>	<p><b>EERL.6.9.</b> (See EERL.6.7.)</p>	

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<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RL.6.10.</b> 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.</p>	<p><b>EERL.6.10.</b> **This Literature Essential Element references all elements above.</p>	

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**Sixth Grade English Language Arts Standards: Reading (Informational Text)**

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<p><b>Key Ideas and Details</b></p> <p><b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>EERI.6.1.</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.</p>	<p><b>Students will:</b>  <b>EERI.6.1.</b> Analyze a text to identify the information that is used in making an inference.                      Ex. After making an inference while reading a text, underline the information that was used in making the inference.                      Ex. Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference.</p> <p><b>Students will:</b>  <b>EERI.6.1.</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.                      Ex. Share, point, tell, or gesture to communicate specific facts from informational text.                      Ex. After viewing or hearing information demonstrated in a pie chart, select one piece of evidence from the information provided directly and information that must be inferred.                      Ex. Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred.</p> <p><b>Students will:</b>  <b>EERI.6.1.</b> Given multiple sentences from informational text, find a fact.                      Ex. Share, point, tell, or gesture to communicate specific facts from informational text.                      Ex. Using pictures, illustrations, etc., identify a fact.                      Ex. Through auditory or tactile sources, identify a fact.</p> <p><b>Students will:</b>  <b>EERI.6.1.</b> Answer a question about explicit information provided in the text.</p>

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		<p>Ex. Respond to a question about the text by indicating through a turn of the head or eye gaze whether each of two options is correct.</p> <p>Ex. Respond to a question about a detail from an illustration in the text by answering “yes” or “no” or using a switch to indicate whether each of two options is correct.</p>
<p><b>RI.6.2.</b> 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><b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.</p>	<p><b>Students will:</b>  <b>EERI.6.2.</b> Given a text, determine several details or facts that support their choice of the central idea.  Ex. Asked “What was the passage about?”, select an answer from choices provided and indicate several facts or details about it from the passage.  Ex. Asked “What in the passage said what it was about?”, select facts or details about the central idea from choices provided.</p> <p><b>Students will:</b>  <b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.  Ex. Asked “What was the passage about?”, select an answer from choices provided and indicate a fact or detail about it from the passage.  Ex. After reading or listening to a historical passage (e.g., Revolutionary War), select picture or word cards that provide details indicating the main idea and then select an illustration from the passage that depicts a related fact (e.g., George Washington in uniform).</p> <p><b>Students will:</b>  <b>EERI.6.2.</b> Given sentences from a text, identify a central idea.  Ex. Asked “What was the passage about?”, select a central idea from the choices provided.  Ex. After reading a historical passage, use pictures, illustrations, etc. to identify a central idea of a passage.  Ex. Through auditory or tactile sources, identify a central idea of an informational text.</p>

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		<p><b>Students will:</b>  <b>EERI.6.2.</b> Identify an important detail from informational text.  Ex. During shared reading of an informational text, point, tell, or gesture to communicate when an important detail is stated.</p>
<p><b>RI.6.3.</b> 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>	<p><b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.</p>	<p><b>Students will:</b>  <b>EERI.6.3.</b> Describe the progression of a key individual, event, or idea throughout an informational text.  Ex. Use examples from the text to show how Harriet Tubman became a conductor on the underground railroad.</p> <p><b>Students will:</b>  <b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.  Ex. Answer questions about order of historical events (e.g., What significant events happened to Harriett first/then/next that lead to her decision to run away?).  Ex. Put three significant events from text in order given the events out of order.</p> <p><b>Students will:</b>  <b>EERI.6.3.</b> Identify an example of important information from the text.  Ex. Identify an event that was most important in the life of Harriet Tubman from the text given two choices.  Ex. Identify what happens to a character at the beginning or end of the story using customary communication modes.</p> <p><b>Students will:</b>  <b>EERI.6.3.</b> Identify an event or idea in a familiar text.  Ex. Respond to indicate whether a choice is an event that occurred in a familiar informational text.  Ex. During shared reading of a science text, use a single-message voice</p>

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<p><b>Craft and Structure</b></p> <p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.</p>	<p>output device to indicate when an idea is stated.</p> <p><b>Students will:</b>  <b>EERI.6.4.</b> Explain the meaning of simple idioms and figures of speech as they are used in a text.  Ex. Explain the meaning of a figure of speech used in a science text to convey the meaning of a word (e.g., “Roots are like straws to take in water – it’s not really a straw; stems are like sticks that hold the plant up – it’s not really a stick”).</p> <p><b>Students will:</b>  <b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.  Ex. Determine the meaning of <i>acid burns like fire as hot</i>.  Ex. After hearing a weather report, determine the meaning of <i>it’s raining cats and dogs as pouring or heavy rain</i>.</p> <p><b>Students will:</b>  <b>EERI.6.4.</b> Recognize when a simple idiom or figure of speech is used in text.  Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification.</p> <p><b>Students will:</b>  <b>EERI.6.4.</b> Recognize a repeated expression used in text.  Ex. During shared reading of a familiar text, signal when a phrase is repeated in a text.</p>
<p><b>RI.6.5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and</p>	<p><b>EERI.6.5.</b> Describe how an element of the text fits into the overall structure of the text.</p>	<p><b>Students will:</b>  <b>EERI.6.5.</b> Determine how a sentence, scene, or stanza fits into the overall structure of the text.  Ex. Communicate the predictable word or phrase in a text that has a predictable pattern.</p>

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<p>contributes to the development of the ideas.</p>		<p>Ex. Describe how a passage in <i>Travels with Charley</i> adds to understanding what John Steinbeck thought about America.</p> <p><b>Students will:</b>  <b>EERI.6.5.</b> Describe how an element of the text fits into the overall structure of the text.  Ex. Given the title of an informational text, find a sentence in the text that repeats the title.  Ex. In a set of directions, describe what they would do if a step were left out.  Ex. After reading a passage, select a title that is appropriate and fitting.</p> <p><b>Students will:</b>  <b>EERI.6.5.</b> Identify a sentence from the overall structure of the text.  Ex. Given a direction, point to a sentence that tells the most important thing to do.</p> <p><b>Students will:</b>  <b>EERI.6.5.</b> Identify an illustration that fits into the overall theme of the text.  Ex. Point to an illustration in a text.</p>
<p><b>RI.6.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>EERI.6.6.</b> Use an example from text to describe the author’s purpose or point of view.</p>	<p><b>Students will:</b>  <b>EERI.6.6.</b> Explain why the author wrote the text, citing examples.  Ex. Provide reasons for a newspaper article on a tornado showing where the text conveys it (e.g., to inform people about an event, to tell people how to be safe during a tornado).  Ex. Sort different types of text by their purposes (e.g., to inform, to argue or persuade, to discuss, to tell people how to do something, to explain, to report, to recount).</p> <p><b>Students will:</b>  <b>EERI.6.6.</b> Use an example from text to describe the author’s purpose or point of view.</p>

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		<p>Ex. Choose from three words to describe the author’s point of view from a historical text.</p> <p>Ex. Given a paragraph about a tornado, choose a word from the paragraph that describes what the author thinks about tornados (e.g., <i>scary</i>, <i>exciting</i>).</p> <p><b>Students will:</b>  <b>EERI.6.6.</b> Identify a word that represents the purpose of a text.  Ex. Choose a word that represents what they learned from a report on a real-life event.</p> <p><b>Students will:</b>  <b>EERI.6.6.</b> Point to a picture that shows what happened in a text designed to recount an event.  Ex. Using a story recounting a real-life event (e.g., a class field trip to a local museum) read by the teacher, point to a picture showing what happened.</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p><b>RI.6.7.</b> 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.</p>	<p><b>EERI.6.7.</b> Integrate information from different media and formats of texts.</p>	<p><b>Students will:</b>  <b>EERI.6.7.</b> Integrate information from different media to develop understanding of a topic.  Ex. Compare/combine information from a video and a passage on the same topic to make a statement about the topic.</p> <p><b>Students will:</b>  <b>EERI.6.7.</b> Integrate information from different media and formats of texts.  Ex. After reading the passage and watching a video, use magazine pictures to create a collage to represent the information.  Ex. Compare a text with a video version of the same text to identify ways that the text is the same as the video.</p>

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		<p><b>Students will:</b>  <b>EERI.6.7.</b> Identify information from media and other formats of text that are about similar topics.  Ex. Recall a phrase from a media presentation.  Ex. Recall a phrase from an informational text.</p> <p><b>Students will:</b>  <b>EERI.6.7.</b> Identify information from one source/text.  Ex. Identify an idea from text heard or read.</p>
<p><b>RI.6.8.</b> 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>	<p><b>EERI.6.8.</b> Distinguish claims in a text supported by reason.</p>	<p><b>Students will:</b>  <b>EERI.6.8.</b> Distinguish claims supported by a reason from those that are not.  Ex. Identify a claim in an article and find the reasons or evidence in the piece to support the claim or identify a claim that is not supported.</p> <p><b>Students will:</b>  <b>EERI.6.8.</b> Distinguish claims in a text supported by reason.  Ex. Using an article from the newspaper, identify the claims supported by a reason by highlighting or marking the words.</p> <p><b>Students will:</b>  <b>EERI.6.8.</b> Identify claims in a text.  Ex. Point out a claim based upon the use of quotation marks.  Ex. Recognize what an ad is attempting to sell.</p> <p><b>Students will:</b>  <b>EERI.6.8.</b> Recognize a claim in a text.  Ex. During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?”  Ex. Point to an ad in a newspaper.</p>

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<p><b>RI.6.9.</b> 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).</p>	<p><b>EERI.6.9.</b> (See EERI.6.7.)</p>	
<p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>RI.6.10.</b> 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.</p>	<p><b>EERI.6.10.</b> **This Informational Text Essential Element references all elements above.</p>	

**Sixth Grade English Language Arts Standards: Writing**

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p><b>Text Types and Purposes</b></p> <p><b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with reasons.</p>	<p><b>Students will:</b></p> <p><b>EEW.6.1.a-b.</b> Write a claim and support it with reasons.</p> <p>Ex. Write about something important to them and support it with reasons (e.g., the student writes, <i>need recess</i> and then supports the claim by writing <i>good for me, friends, tired</i>).</p> <p>Ex. Following reading and discussion of tall tales, make an exaggerated claim and use story elements discussed to support the claim.</p> <p><b>Students will:</b></p> <p><b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with reasons.</p> <p>Ex. Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., the student completes the sentence <i>I think we need more <b>computers</b></i>. And then, the student completes more sentences to give reasons, <i>We need more <b>computers</b> because we don't have enough. We have six students. We only have <b>two computers</b></i>).</p> <p>Ex. Following a teacher-led discussion about something important to students, generating written reasons and discussion for and against the claim on an interactive whiteboard, make a claim for one position or the other and then support the claim, using and expanding on the available vocabulary and evidence on the interactive whiteboard (e.g., the student writes, <i>chew gum in school, relax, work harder or not chew gum in school, stick on desk, noisy chew</i>).</p> <p><b>Students will:</b></p> <p><b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with one reason.</p> <p>Ex. Write a claim with guidance (e.g., the student tells a peer, "ice cream every day" and the peer supports the student in writing the claim by</p>

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		<p>stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list).            Ex. After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., <i>We need &lt;claim&gt; because &lt;supportive reason&gt;. We need recess because fun. We need gum because good. We need talk because friends</i>). After each statement, the teacher leads group in identifying claim and discussion of reason.</p> <p><b>Students will:</b>  <b>EEW.6.1.a-b.</b> With guidance and support, state a claim.            Ex. Work with an adult to select a message to program on a single-message voice output device and then use the device to state a claim (e.g., “This is gonna work”).</p>
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>EEW.6.1.c.</b> N/A	
d. Establish and maintain a formal style.	<b>EEW.6.1.d.</b> N/A	
e. Provide a concluding statement or section that follows from the argument presented.	<b>EEW.6.1.e.</b> N/A	
<b>W.6.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	<b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts, details, and other information.	<p><b>Students will:</b>  <b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts, details, and other information.            Ex. Write a short report on a self-selected topic, provide facts about the topic, and add details and information discussed in class related to the</p>

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<p>through the selection, organization, and analysis of relevant content.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>		<p>facts. Ex. Given a familiar scenario, write about the details.</p> <p><b>Students will:</b> <b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts and details. Ex. Write a short report about an assigned topic including facts about the topic. Ex. Write about information learned in science on an assigned topic.</p> <p><b>Students will:</b> <b>EEW.6.2.a-b.</b> With guidance and support, write to convey ideas and information clearly including facts and details. Ex. Work with peers to write a report on a science topic (e.g., the student writes about climate and the kinds of clothing we wear in different weather).</p> <p><b>Students will:</b> <b>EEW.6.2.a-b.</b> Participate in shared writing to convey ideas and information including facts, details, or other information. Ex. Use a yes/no switch to indicate support for an idea or something a peer says should be included in the shared writing. Ex. Select illustrations to include in the shared writing project.</p>
<p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p><b>EEW.6.2.c.</b> N/A</p>	

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d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.6.2.d.</b> N/A	
e. Establish and maintain a formal style.	<b>EEW.6.2.e.</b> N/A	
f. Provide a concluding statement or section that follows from the information or explanation presented.	<b>EEW.6.2.f.</b> N/A	
<p><b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and</p>	<p><b>EEW.6.3.</b> Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p><b>Students will:</b></p> <p><b>EEW.6.3.a-b.</b> Introduce the experience or situation, multiple characters, and multiple events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>Go to movies</i>), writing about oneself (<i>me</i>) and friends (<i>JT and K</i>), and including multiple events (<i>go in car. By popcorn [popcorn]. sit fnt [front]</i>).</p> <p>Ex. After reading and discussing a non-fiction text, write about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), and the actions (<i>got on ships, threw tea in harbor</i>).</p> <p><b>Students will:</b></p> <p><b>EEW.6.3.a-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>make bns [brownies]</i>), writing about himself (<i>me</i>) and mom (<i>mom</i>), and including two events (<i>cook. eat</i>).</p> <p>Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes to write about an event (e.g.,</p>

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description, to develop experiences, events, and/or characters.		<p><i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), and the actions (<i>got on ships, threw tea in harbor</i>).</p> <p><b>Students will:</b>  <b>EEW.6.3.a-b.</b> With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence.  Ex. With guidance and support from a teacher, who guides the student through each step of writing, write about a personal experience (e.g., going <i>siping</i> [shopping]).  Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write about them using a template (e.g., This text is about &lt;event&gt;. The colonists &lt;did what two things&gt; because &lt;what were they mad about&gt;).</p> <p><b>Students will:</b>  <b>EEW.6.3.a-b.</b> With guidance and support, communicate about a personal experience.  Ex. With the support of an adult who gets the student’s remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, “me go,” which the adult writes on a sticky note and reads aloud and sticks on the page in the book.  Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (<i>Go farm. Happy</i>), which the teacher will write below the photo and read aloud as the student observes.</p>
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>EEW.6.3.c.</b> N/A	

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d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>EEW.6.3.d.</b> N/A	
e. Provide a conclusion that follows from the narrated experiences or events.	<b>EEW.6.3.e.</b> N/A	
<p><b>Production and Distribution of Writing</b></p> <p><b>W.6.4.</b> 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.)</p>	<p><b>EEW.6.4.</b> Produce writing that is appropriate for the task, purpose, or audience.</p>	<p><b>Students will:</b>  <b>EEW.6.4.</b> Produce writing that is appropriate to the task, purpose, and specific audience.  Ex. Write a thank you note.  Ex. Write a short research report stating the topic and providing supporting information as required by the assignment.  Ex. Write a poem that has the desired language structure and content.</p> <p><b>Students will:</b>  <b>EEW.6.4.</b> Produce writing that is appropriate to the task, purpose, or audience.  Ex. Write the schedule for the day.  Ex. Write an e-mail to Mom and Dad about something needed for school.  Ex. Write a note to a friend.  Ex. Following the reading of a text with a predictable structure and content (e.g., <i>Yo! Yes?</i>), create new text following the structure and content (e.g., <i>Play ball? Okay</i>).</p> <p><b>Students will:</b>  <b>EEW.6.4.</b> With guidance and support, produce writing that is appropriate</p>

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		<p>to the task, purpose, or audience.            Ex. Use a letter-writing rubric or set of reminders to write a thank you note.            Ex. Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it.</p> <p><b>Students will:</b>  <b>EEW.6.4.</b> With guidance and support, produce writing for a variety of purposes.            Ex. With guidance and support, write to sign name.            Ex. With guidance and support, write to make a request.            Ex. With guidance and support, write to respond to a direction.            Ex. With guidance and support, use a letter-writing template to write an e-mail to an e-pal.</p>
<p><b>W.6.5.</b> 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.</p>	<p><b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p>	<p><b>Students will:</b>  <b>EEW.6.5.</b> With guidance and support from adults and peers, plan writing and revise writing using the editing process.            Ex. After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.            Ex. After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback.</p> <p><b>Students will:</b>  <b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.            Ex. Work with the teacher to brainstorm ideas for writing, which are then entered in a word bank for the students to use when writing, and add</p>

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		<p>more information to own writing after sharing and getting suggestions from peers.</p> <p>Ex. Work with peers to brainstorm ideas for writing with the information in graphic organizer software, then use the software to transform the organizer into an outline and add to the ideas in the outline.</p> <p>Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p><b>Students will:</b>  <b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.</p> <p>Ex. Work with the teacher to read something the students have already written and brainstorm ideas for things to add to strengthen the writing.</p> <p>Ex. Work with peers to brainstorm ideas for writing and put the information in graphic organizer software.</p> <p>Ex. Work with the teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . . ,” “One question I have is . . . ?” and “One suggestion I have is . . . .”), and use that feedback to revise draft with teacher guidance.</p> <p><b>Students will:</b>  <b>EEW.6.5.</b> With guidance and support from peers and adults, write.</p> <p>Ex. With guidance and support from peers, select words from a word bank for writing.</p> <p>Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (“Tell me the next one”) and write desired letters (“Write that one for me”).</p>

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<p><b>W.6.6.</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>	<p><b>Students will:</b>  <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.  Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes, and then share what was learned with peers.</p> <p><b>Students will:</b>  <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.  Ex. Navigate the Internet (e.g., using screen reader software), identify information about the selected topic, and use the information to write (e.g., using a talking word processor with an alternative keyboard), and share what was learned with classmates.  Ex. Select images from the Internet and write about the images (e.g., using a talking word processor and word prediction software) and share what is learned with classmates.  Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.  Ex. In a science lesson, after visiting websites designated by the teacher, use a talking word processor to draft notes and then share what was learned with peers.</p> <p><b>Students will:</b>  <b>EEW.6.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>

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		<p>Ex. Working with an adult, navigate the Internet to identify images to use in writing about a self-selected topic and interact with the teacher about each image and copy/paste selected pictures into writing project.</p> <p>Ex. Work with a group of peers to complete a research project, selecting images from the Internet and writing about the topic using talking word processors, with peers helping to stretch out the sounds in words to type words using word prediction software.</p> <p><b>Students will:</b>  <b>EEW.6.6.</b> With guidance and support, use technology to participate in group writing projects.</p> <p>Ex. Use a switch to say “I like that” (if they choose) when asked by group members what they think of pictures and text being developed by a small group.</p> <p>Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by the group seems on target.</p>
<p><b>Research to Build and Present Knowledge</b></p> <p><b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>EEW.6.7.</b> Conduct research to answer a question based on two or more sources of information.</p>	<p><b>Students will:</b>  <b>EEW.6.7.</b> Conduct research to answer a question based on several sources of information.</p> <p>Ex. Conduct research using the Internet to gather information from several sources on a topic assigned by the teacher (e.g., the teacher asks students to identify the habitat and eating habits of birds of prey, and the student reads multiple websites to identify the information before writing the answer).</p> <p>Ex. Use sticky notes to mark pages in several books where there is relevant information (e.g., what led to the Boston Tea Party?), and then write that information in a group research project.</p> <p><b>Students will:</b>  <b>EEW.6.7.</b> Conduct research to answer a question based on two or more</p>

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		<p>sources of information.</p> <p>Ex. Research two texts provided by the teacher to answer questions on an assigned topic (e.g., the teacher asks students to identify the habitat and eating habits of birds of prey and gives students two texts that have the answers in it. Students read the texts in order to find the answers).</p> <p>Ex. Research two webpages provided by the teacher to locate answers to questions on an assigned topic (e.g., the teacher creates a ready-made set-up for the interactive whiteboard that presents a question, then presents a webpage that includes the answer; the student reads the question and the webpage, writes an answer to the question, and then advances to the next webpage and repeats).</p> <p><b>Students will:</b>  <b>EEW.6.7.</b> With guidance and support, conduct research to answer a question based on one source of information.</p> <p>Ex. Use a webpage and a word bank provided by the teacher to answer questions in slot-filler sentences to write about information found (e.g., the teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer and a word bank with fill-in-the-blank sentences to support writing. The student reads the question and webpage using the screen reader, and then writes an answer to the question using the word bank).</p> <p>Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p> <p><b>Students will:</b>  <b>EEW.6.7.</b> Participate in group research and writing activities.</p> <p>Ex. During a shared reading/writing lesson, use a single-message voice output device to say, "Write that down," when the teacher reads information that is important, and listen and observe as the teacher reads it aloud and points to the words.</p>

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		<p>Ex. Use a multiple-message voice output device to ask questions programmed by the teacher (e.g., “What does it say? Is that good? Should we look at something else?”) that guide the group in completing the research project.</p> <p>Ex. Explore two webpages with peers using a screen reader, choose one piece of information from each, and type letters about them while a Level III or II peer types short notes and reads them aloud.</p>
<p><b>W.6.8.</b> 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.</p>	<p><b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic.</p>	<p><b>Students will:</b>  <b>EEW.6.8.</b> Select quotes from print or digital sources that provide information about a topic.  Ex. Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and write notes on the information they provide.  Ex. Given a book, mark informative quotes with sticky notes and write notes on the information they provide.</p> <p><b>Students will:</b>  <b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic.  Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p><b>Students will:</b>  <b>EEW.6.8.</b> With guidance and support, identify quotes on a given topic from a familiar print or digital source.  Ex. After engaging in shared or guided reading of a text about a given topic, identify quotes that did and did not come from the text.  Ex. After engaging in shared or guided reading of a text about a given topic, identify quotes from the book that relate to the topic.</p>

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		<p><b>Students will:</b>  <b>EEW.6.8.</b> With guidance and support while engaging in shared reading of a text, identify words related to a topic.  Ex. Use a single message voice output device during shared reading to say, “That’s one” when the teacher reads words related to the given topic; the teacher adds the words to a book chart, reading them aloud as the student observes and listens.  Ex. During shared reading, given a list of words (some of which are included in the text), identify those that are relevant.</p>
<p><b>W.6.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p><b>EEW.6.9.</b> Use information from literary and informational text to support writing.</p> <p>a. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text”).</p>	<p><b>Students will:</b>  <b>EEW.6.9.a.</b> N/A</p> <p><b>Students will:</b>  <b>EEW.6.9.a.</b> Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text”).  Ex. After reading a book and watching a video version of the same story, write to describe what they like and did not like about the different presentations (e.g., <i>like pictures in book, like to watch movies</i>).  Ex. After reading two versions of the Cinderella story, complete a same/different chart, listing similarities and differences in the two sources.  Ex. After reading a poem and listening to the poet read it aloud, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.</p> <p><b>Students will:</b>  <b>EEW.6.9.a.</b> With guidance and support, apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text”).  Ex. Write words or phrases from a list to identify what is the same between a text and a video of the same story.</p>

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		<p>Ex. After reading two versions of the Cinderella story, complete a same/different chart with teacher guidance and support, listing similarities and differences in the two sources.</p> <p>Ex. After reading a poem and listening to the poet read it aloud, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.</p> <p><b>Students will:</b>  <b>EEW.6.9.a.</b> With guidance and support, participate in shared writing activities that follow up shared reading activities.</p> <p>Ex. During a shared reading/writing lesson, use a single-message voice output device to say, “Write that down,” when the teacher reads a detail or idea that is important, and listen and observe as the teacher writes the words and reads them aloud.</p> <p>Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important and listen as peers defend choice of text.</p>
<p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><b>EEW.6.9.b.</b> Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason”).</p>	<p><b>Students will:</b>  <b>EEW.6.9.b.</b> N/A</p> <p><b>Students will:</b>  <b>EEW.6.9.b.</b> Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason”).</p> <p>Ex. Using an article from the newspaper, write the words or phrases that state a claim and what makes them reasonable (e.g., <i>Young children should not be left home alone. Not safe. Scary. Homework help</i>).</p> <p>Ex. Write a claim found in a website ad and list reasons it is exaggerated.</p>

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		<p><b>Students will:</b>  <b>EEW.6.9.b.</b> With guidance and support, apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason”).</p> <p>Ex. With guidance and support, using an article from the newspaper, write the words or phrase that stated a claim and what makes them reasonable (e.g., <i>Young children should not be left home alone. Not safe. Scary. Homework help</i>).</p> <p>Ex. With guidance and support, write a claim found in an ad and what makes it exaggerated.</p> <p>Ex. Using an article from the newspaper, write the words or phrase that stated a claim and what makes them reasonable (e.g., <i>Young children should not be left home alone. Not safe. Scary. Homework help</i>).</p> <p><b>Students will:</b>  <b>EEW.6.9.b.</b> With guidance and support, participate in shared writing activities that build on shared reading activities.</p> <p>Ex. During a shared reading/writing lesson, use a single-message voice output device to say, “Write that down,” when the teacher reads information that is important, and then listen and observe as the teacher writes it and reads it aloud.</p> <p>Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important, and listen as peers defend choice of text and whether it is important to include in group writing.</p>

**Sixth Grade English Language Arts Standards: Speaking and Listening**

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<p><b>Comprehension and Collaboration</b></p> <p><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> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>SL.6.1.</b> Participate in collaborative discussions.</p> <p>a. Prepare for discussion through prior study.</p>	<p><b>Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussions through prior study combined with the preparation of notes or other support materials.            Ex. Get ready for a discussion with peers by reading a text, highlighting the important parts or writing key ideas on sticky notes.            Ex. Get ready for a discussion on a science topic by watching a video while marking key ideas on a listening guide provided by the teacher.</p> <p><b>Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussion through prior study.            Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., find a fact about . . . ).            Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.            Ex. Prepare for a discussion by using the Internet to view information on the topic to be discussed.</p> <p><b>Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussions.            Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., find a fact about rocks.).            Ex. Prepare for a discussion by preprogramming or organizing messages on a voice output communication device.            Ex. Prepare for a discussion by making a list of ideas, words, or information to share.</p> <p><b>Students will:</b>  <b>EESL.6.1.a.</b> With support, review pictures, symbols, objects, or artifacts to use in a discussion.            Ex. Prior to participating in a discussion on a science topic, interact with a</p>

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		<p>variety of illustrations or objects related to the topic (e.g., look at a picture of Stonewall Jackson before the teacher discusses the Battle of Bull Run).            Ex. Prior to participating in a discussion, preview pre-stored messages on a multiple message communication device with a peer.</p>
<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.6.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.</p>	<p><b>Students will:</b>  <b>EESL.6.1.b.</b> Follow simple, agreed-upon rules for discussions and carry out assigned role.            Ex. Having been assigned a role for a literature circle discussion, fulfill a role in the group.            Ex. Per the class norms for discussions, use “I” statements, wait for a peer to finish before talking, and restate when asked.</p> <p><b>Students will:</b>  <b>EESL.6.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.            Ex. Having been assigned a role for a literature circle discussion, fulfill the role with support from peers in the group.            Ex. Given an object to help the group ensure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object.</p> <p><b>Students will:</b>  <b>EESL.6.1.b.</b> Contribute to classroom discussions.            Ex. Use a multiple-message voice output device to add comments during a discussion offered spontaneously without attention to rules.            Ex. Add to the discussion when directly prompted (e.g., “Tell us what you think”).</p> <p><b>Students will:</b>  <b>EESL.6.b.</b> When prompted, add prepared information to a discussion.            Ex. Use a single-message voice output device to add to a discussion when</p>

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		<p>asked.            Ex. When prompted, look at a picture drawn in preparation for the discussion and tell the group about it.</p>
<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>SL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.</p>	<p><b>Students will:</b>  <b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion and include details when answering questions.            Ex. During a discussion with peers about a text, answer specific questions about the topic and provide details.            Ex. During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions with details (e.g., “Lots of animals in park. Bear. Buffalo”).</p> <p><b>Students will:</b>  <b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.            Ex. During a discussion with peers about a text, ask specific questions about the comments of peers (e.g., “Why did she do that?”) and answer questions when asked by peers (e.g., “What do you think?”).            Ex. During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions (e.g., “Have you ever been there?”).</p> <p><b>Students will:</b>  <b>EESL.6.1.c.</b> Answer questions about the topic under discussion.            Ex. Respond to others when addressed during a discussion.            Ex. During a discussion, respond to a question using a message on a multiple-message voice output device.            Ex. During a discussion, respond to a question by combining symbols on a multiple-message voice output device.</p>

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		<p><b>Students will:</b>  <b>EESL.6.1.c.</b> Answer questions during a discussion using preprogrammed or practiced responses.  Ex. During a discussion, respond to a question using a message on a single-message voice output device.  Ex. During a discussion, respond to a question by looking at a symbol from an array that has been used to rehearse the question prior to the discussion.  Ex. During a discussion, select from consistently used/generic overlays to respond to questions (e.g., “I know,” “That’s right,” “No way,” “I’m not sure”).</p>
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>SL.6.1.d.</b> Restate key ideas expressed in the discussion.</p>	<p><b>Students will:</b>  <b>EESL.6.1.d.</b> Restate key ideas expressed in the discussion, including own ideas.  Ex. After a discussion about a book chapter, restate two key ideas when the teacher asks, “Tell me two important things to remember about the chapter.” Then respond correctly when the teacher asks, “What key ideas did you think of?”  Ex. After a discussion about the results of a science experiment, use a multiple-message voice output device to restate key ideas including own ideas (e.g., “Lincoln was president in Civil War. Lincoln was great president”).</p> <p><b>Students will:</b>  <b>EESL.6.1.d.</b> Restate key ideas expressed in the discussion.  Ex. After a discussion about a book chapter, restate two key ideas when the teacher asks, “Tell me two important things to remember about the chapter.”  Ex. After a discussion about the results of a science experiment, use a multiple-message voice output device to restate key ideas.</p>

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		<p><b>Students will:</b>  <b>EESL.6.1.d.</b> Identify key ideas expressed in the discussion.  Ex. After participating in a discussion, identify from a list of statements the key ideas that were discussed.  Ex. After participating in a discussion during which the teacher lists ideas, identify those from the list that were key to the discussion.</p> <p><b>Students will:</b>  <b>EESL.6.1.d.</b> With support, identify a key issue after the discussion.  Ex. After a discussion from which the teacher creates a visual display of the key ideas that are shared, identify from the visual display a key idea.  Ex. After a discussion from which the teacher creates an audio recording of the key ideas that are shared, identify from the recording a key idea.</p>
<p><b>SL.6.2.</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.</p>	<p><b>Students will:</b>  <b>EESL.6.2.</b> Describe how information presented in graphical, oral, visual, or multimodal formats relates to a topic or text.  Ex. When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations and tell how it relates to the topic.  Ex. When shown a graphic organizer completed by the group displaying the main idea and details from a book, describe how the details relate to the main idea.</p> <p><b>Students will:</b>  <b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.  Ex. When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations that relate to the topic.  Ex. When shown an animation (e.g., a plant growing), identify the information that is depicted (e.g., seed planted, roots grow, stem forms, etc.).</p>

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		<p><b>Students will:</b>  <b>EESL.6.2.</b> Identify graphical, oral, visual, or multimodal displays that relate to a topic or text.  Ex. When shown several illustrations from an informational text, identify one that relates to the topic being discussed.  Ex. When shown an array of animations (e.g., a plant growing), identify one that relates to the topic.</p> <p><b>Students will:</b>  <b>EESL.6.2.</b> Match a missing element to the appropriate oral, visual, or multimodal display.  Ex. Given a choice of three words, select the appropriate word to complete a sentence a teacher reads from a familiar text.  Ex. Given a picture of a leaf from a plant, identify the photo from which the leaf is missing.</p>
<p><b>SL.6.3.</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>EESL.6.3.</b> Identify points the speaker makes to support an argument or claim.</p>	<p><b>Students will:</b>  <b>EESL.6.3.</b> Identify the argument or claim a speaker makes and the points that support it.  Ex. When a guest speaker leaves the class, tell the teacher what the speaker talked about (e.g., “Community-based recycling is important”) and the points the speaker gave to support it.  Ex. After listening to the principal explain the new rules about lunch, tell that the principal explained the new lunch rules and state two reasons why the rules were changed.</p> <p><b>Students will:</b>  <b>EESL.6.3.</b> Identify points that the speaker makes to support an argument or claim.  Ex. When asked why the speaker thinks community-based recycling is important, identify two points the speaker gave.  Ex. After listening to the principal explain the new rules about lunch, tell</p>

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		<p>two reasons why the rules were changed.</p> <p><b>Students will:</b>  <b>EESL.6.3.</b> Identify the main point a speaker makes.  Ex. When given three choices (e.g., community-based recycling [1] is important for everyone, [2] saves resources, and [3] reduces waste), indicate, when asked, that the speaker’s main point was that community-based recycling is important for everyone.  Ex. After listening to the principal explain the new rules about lunch and provided with three choices (e.g., new rules, change of lunch menu, bad behavior in the lunch room), identify the new rules as the main point of the principal’s comments.</p> <p><b>Students will:</b>  <b>EESL.6.3.</b> Recognize speaker.  Ex. Establish eye gaze with speaker when spoken to.  Ex. Face toward the speaker while he or she is speaking.  Ex. Nod or otherwise acknowledge the speaker when directly addressed.</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>SL.6.4.</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>EESL.6.4.</b> Present findings, including descriptions, facts, or details related to a topic.</p>	<p><b>Students will:</b>  <b>EESL.6.4.</b> Present own findings, including descriptions, facts, or details related to a topic.  Ex. State the topic of one’s own presentation and share specific descriptions of facts and details related to the topic.  Ex. Using a multimedia presentation on an interactive whiteboard, present self-selected pictures of rocks and minerals, and present facts or details about each.</p> <p><b>Students will:</b>  <b>EESL.6.4.</b> Present findings, including descriptions, facts, or details related to a topic.  Ex. After working with a group to create a presentation on rocks and</p>

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		<p>minerals, present the findings, including details regarding the rocks and mineral samples that are being passed around the class.  Ex. After working with an adult to create a report on a self-selected topic, present the report including a clear statement of the topic and facts related to it.</p> <p><b>Students will:</b>  <b>EESL.6.4.</b> Present findings, including details related to a familiar, personally relevant topic.  Ex. After working with a group to create a presentation on hobbies, present one or two details.  Ex. Show the class own collection and tell details related to it.</p> <p><b>Students will:</b>  <b>EESL.6.4.</b> Indicate a detail from a presentation on a selected topic.  Ex. Use a switch to indicate whether a detail was in a recent media presentation.  Ex. During a media presentation, vocalize or gesture to communicate when a detail is stated.</p>
<p><b>SL.6.5.</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>EESL.6.5.</b> Select an auditory, visual, or tactual display to clarify the information in presentations.</p>	<p><b>Students will:</b>  <b>EESL.6.5.</b> Create an auditory, visual, or tactual display to enhance and clarify information in the presentations.  Ex. In a presentation about different types of trees, make a drawing that shows the similar parts of all trees.  Ex. Create a playlist of music to enhance and clarify the information in a presentation.</p> <p><b>Students will:</b>  <b>EESL.6.5.</b> Select an auditory, visual, or tactual display to clarify the information in presentations.  Ex. Select from a gallery a display to use in a presentation that shows</p>

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		<p>different foods derived from corn.  Ex. Select illustrations or photos that show the parts of plants and clearly differentiate each part from the others.</p> <p><b>Students will:</b>  <b>EESL.6.5.</b> Select an auditory, visual, or tactual display to accompany a presentation.  Ex. Choose a display from a provided array related to the topic of the presentation, such as a picture of a cat to go with a presentation on felines.  Ex. Select pictures or illustrations of plants to accompany a presentation on the parts of plants.</p> <p><b>Students will:</b>  <b>EESL.6.5.</b> Select from an array of appropriate auditory, visual, or tactual display to accompany a presentation.  Ex. Given a choice of three pictures of plants, choose one for the group to use in its presentation on plants.  Ex. Given a choice of two quartz rocks, choose one for the group to pass around to the audience during their presentation on rocks and minerals.</p>
<p><b>SL.6.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.</p>	<p><b>Students will:</b>  <b>EESL.6.6.</b> Shift between formal and informal language as appropriate to the communication partner and situation.  Ex. When talking with adults and peers in a group, shift between informal language to casually agree with comments and formal language to state own opinion.  Ex. At the beginning of a class period, chat informally with peers, but shift to formal language when the teacher begins the class and asks a direct question.</p>

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		<p><b>Students will:</b>  <b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.  Ex. Revise comment using formal language when clarification of informal language is requested.  Ex. Use formal language to present information and then shift to informal language to respond to feedback from peers when done.  Ex. Respond formally to questions posed by unfamiliar others.</p> <p><b>Students will:</b>  <b>EESL.6.6.</b> Use formal and informal language.  Ex. Use phrases and informal expressions in responding to peers.  Ex. Revise comment using formal language when asked to say something another way.</p> <p><b>Students will:</b>  <b>EESL.6.6.</b> With support as needed, use symbolic language to communicate informally with others.  Ex. Select a picture symbol to communicate a choice in activities.  Ex. Hand an object to a teacher to communicate a choice of activity.</p>

**Sixth Grade English Language Arts Standards: Language**

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<p><b>Conventions of Standard English</b></p> <p><b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<p><b>EEL.6.1.</b> Demonstrate standard English grammar and usage when communicating.</p> <p>a. Use personal pronouns (e.g., <i>he, she, they</i>) correctly.</p>	<p><b>Students will:</b></p> <p><b>EEL.6.1.a.</b> Use names <i>and</i> pronouns interchangeably when communicating about specific people, places, or things. Ex. Use names and pronouns when talking to a peer about another student (e.g., the student is talking about another student and says, “John got cake.” The teacher replies, “He did? Did he like it?” The student replies, “Yeah, he like it”).</p> <p><b>Students will:</b></p> <p><b>EEL.6.1.a.</b> Use personal pronouns (e.g., <i>he, she, they</i>) correctly. Ex. Identify self and others in the classroom through corresponding pronouns.</p> <p><b>Students will:</b></p> <p><b>EEL.6.1.a.</b> Uses personal pronoun correctly to refer to self (e.g., <i>I, me, and we</i>). Ex. Use <i>I</i> or <i>we</i> when speaking about oneself (e.g., the teacher asks, “Who wants to go?” and the student replies, “<i>Me!</i>”). Ex. Use <i>I, me, or we</i> to refer to oneself in written communication (e.g., write simple text with a repeated sentence frame, “I like . . .”). Ex. Use a switch or step-by-step with sentence frames that use <i>I, me, and we</i> to refer to oneself and groups that include oneself (e.g., write simple text with a sentence frame, “We are . . .”).</p> <p><b>Students will:</b></p> <p><b>EEL.6.1.a.</b> With guidance and support, use <i>me</i> to refer to self. Ex. With guidance and support, make requests for oneself as <i>I</i> or <i>me</i> (e.g., the teacher is passing out materials for a project and asks, “Who wants one?” and supports the student in placing hand on chest to sign, <i>me</i>). Ex. With guidance and support, answer questions using <i>I</i> or <i>me</i> to refer to</p>

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		oneself (e.g., students are waiting in line for a turn and the teacher asks, “Who is next?” The student responds, “Me!”) using words or single-message voice output device.
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	<b>EEL.6.1.b.</b> N/A	
c. Recognize and correct inappropriate shifts in pronoun number and person.*[sic]	<b>EEL.6.1.c.</b> N/A	
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[sic]	<b>EEL.6.1.d.</b> N/A	
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*[sic]	<b>EEL.6.1.e.</b> N/A	
<b>L.6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	<b>EEL.6.2.</b> Demonstrate understanding of conventions of standard English when writing. a. Use question marks at	<b>Students will:</b> <b>EEL.6.2.a.</b> Write own questions using question marks appropriately. Ex. Write an e-mail to a pen pal and includes questions about the pal’s life.

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<p>when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*[sic]</p>	<p>the end of written questions.</p>	<p><b>Students will:</b>  <b>EEL.6.2.a.</b> Use question marks at the end of written questions.  Ex. Tell teacher to use a question mark at the end of a question in a shared writing activity.</p> <p><b>Students will:</b>  <b>EEL.6.2.a.</b> Distinguish between question marks and periods in written text.  Ex. During a shared reading activity, the teacher points to ending punctuation in the text and asks, “What is this?”</p> <p><b>Students will:</b>  <b>EEL.6.2.a.</b> Responds to simple questions.  Ex. After the teacher provides a choice of two items and asks, “What do you want?”, respond by making a choice.  Ex. During shared reading of a text with a repeated line, when the teacher asks, “What happens next?”, use a single message device to say the repeated line.</p>
<p>b. Spell correctly.</p>	<p><b>EEL.6.2.b.</b> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.</p>	<p><b>Students will:</b>  <b>EEL.6.2.b.</b> Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate.  Ex. When writing in a journal, spell the word <i>dragon</i> phonetically (e.g., <i>jragun</i>).  Ex. When writing, spell the word <i>luck</i> phonetically (e.g., <i>luk</i>).</p> <p><b>Students will:</b>  <b>EEL.6.2.b.</b> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.  Ex. Spell words looking for relationships and or common spelling patterns (e.g., light is spelled <i>lite</i>).  Ex. Use a set of key words that have common spelling patterns as a</p>

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		<p>support in spelling untaught words (e.g., uses the keyword <i>back</i> to help spell the word <i>rack</i>).</p> <p><b>Students will:</b>  <b>EEL.6.2.b.</b> Change the onset of words spelled with common spelling patterns to read and spell other words.  Ex. Spell <i>man</i> when the teacher reads a word that is spelled with a common spelling pattern (e.g., <i>can</i>), and says, “Use <i>can</i> to help you spell <i>man</i>.”  Ex. Write several words that fit in the same word family with a given word (e.g., <i>cat</i>: <i>bat, fat, pat, sat</i>).</p> <p><b>Students will:</b>  <b>EEL.6.2.b.</b> Demonstrate awareness of letters and words.  Ex. Point to letters on a bulletin board in the hallway when asked, “Where are the letters?”  Ex. Point to text when asked to show me the words to read in a book.</p>
<p><b>Knowledge of Language</b></p> <p><b>L.6.3.</b> 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 style.*[sic]</p>	<p><b>EEL.6.3.</b> Use language to achieve desired meaning in communication.</p> <p>a. Vary use of language when the listener or reader does not understand the initial attempt.</p>	<p><b>Students will:</b>  <b>EEL.6.3.a.</b> Vary use of language and provide additional information when the listener or reader does not understand initial communication effort.  Ex. Provide additional information when the initial attempt to communicate is not understood fully.</p> <p><b>Students will:</b>  <b>EEL.6.3.a.</b> Vary use of language when the listener or reader does not understand the initial attempt.  Ex. Make a comment in a different way when trying to make a comment during a lesson but it is not clear what is meant.  Ex. Shift to an AAC system to clarify when speech is used to ask a question but the question is not understood.</p>

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		<p><b>Students will:</b>  <b>EEL.6.3.a.</b> Use language to achieve meaning when communicating.  Ex. Use individual communication system to express feelings.  Ex. Communicate want or need (provided with visuals as needed).</p> <p><b>Students will:</b>  <b>EEL.6.3.a.</b> Acknowledge and respond to communication.  Ex. Change affect in response to a communication from someone else – smile, eye gaze, some form of communication.</p>
<p>b. Maintain consistency in style and tone.*[sic]</p>	<p><b>EEL.6.3.b.</b> N/A</p>	
<p><b>Vocabulary Acquisition and Use</b></p> <p><b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.6.4.</b> Demonstrate knowledge of vocabulary drawn from reading and content areas.</p> <p>a. Use context to identify which word in an array of content-related words is missing from a sentence.</p>	<p><b>Students will:</b>  <b>EEL.6.4.a.</b> Use context to determine the meaning of a new word.  Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.</p> <p><b>Students will:</b>  <b>EEL.6.4.a.</b> Use context to identify which word in an array of content-related words is missing from a sentence.  Ex. Complete a maze task.</p> <p><b>Students will:</b>  <b>EEL.6.4.a.</b> Match vocabulary to meaning.  Ex. Match a word to its meaning.  Ex. Match a picture to word.</p> <p><b>Students will:</b>  <b>EEL.6.4.a.</b> Demonstrate an understanding of the meaning of common words.  Ex. Identify an object named by an adult (e.g., during a science unit on</p>

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		recycling, student identifies a bottle from a field of three objects when requested).
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	<b>EEL.6.4.b.</b> N/A	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>EEL.6.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	<p><b>Students will:</b>  <b>EEL.6.4.c.</b> N/A</p> <p><b>Students will:</b>  <b>EEL.6.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.  Ex. While reading, point to an unfamiliar word and ask, “What’s that?”  Ex. While reviewing vocabulary for a shared writing activity and the teacher finishes with a word that is unknown, say, “What?”</p> <p><b>Students will:</b>  <b>EEL.6.4.c.</b> Recognize a new word when encountered while reading or communicating.  Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned.</p> <p><b>Students will:</b>  <b>EEL.6.4.c.</b> Asks for help when needed.  Ex. Indicate need for help by raising hand, hitting switch, etc.  Ex. Indicate “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?”</p>

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		Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>EEL.6.4.d.</b> N/A	
<p><b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Interpret figures of speech (e.g., personification) in context.</p>	<p><b>EEL.6.5.</b> Demonstrate word relationships.</p> <p><b>A.</b> Interpret similes (e.g., the man was as big as a tree).</p>	<p><b>Students will:</b></p> <p><b>EEL.6.5.a.</b> Use similes in writing or communication.</p> <p>Ex. Tell the teacher her hands are “as cold as ice” or that he is “hungry as a bear.”</p> <p>Ex. Navigate independently to preprogrammed message in an AAC system to tell someone that the bus lift is <i>slow as a snail</i>.</p> <p><b>Students will:</b></p> <p><b>EEL.6.5.a.</b> Interpret similes</p> <p>Ex. Respond “huge,” “really big,” etc. when asked what is meant by “A man was as big as a tree.”</p> <p>Ex. Choose “fast” from word choices when asked what is meant by “The girl ran like the wind.”</p> <p><b>Students will:</b></p> <p><b>EEL.6.5.a.</b> Identify word relationships.</p> <p>Ex. Work with the teacher to make a list of words to use instead of “said” when writing.</p> <p>Ex. Work with the teacher to select words to complete a sense poem (e.g., the student uses an overlay with five or more items that are yellow and makes choices to finish sentences such as, “Yellow tastes like – [student</p>

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		<p>chooses a lemon]” or “Yellow looks like – [student points to sun]”).</p> <p><b>Students will:</b>  <b>EEL.6.5.</b> Given the category, sort words.  Ex. Select all of the animals from a display.</p>
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><b>EEL.6.5.b.</b> N/A</p>	
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p><b>EEL.6.5.c.</b> N/A</p>	
<p><b>L.6.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or</p>	<p><b>EEL.6.6.</b> Use general academic and domain-specific words and phrases.</p>	<p><b>Students will:</b>  <b>EEL.6.6.</b> Acquire and use general academic and domain-specific words and phrases.  Ex. Use graphic organizers to generalize and sort old versus new words.</p> <p><b>Students will:</b>  <b>EEL.6.6.</b> Use general academic and domain-specific words and phrases.  Ex. In a group setting, participate in a graphic organizer activity or</p>

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<p>phrase important to comprehension or expression.</p>		<p>discussions (number of responses).</p> <p><b>Students will:</b>  <b>EEL.6.6.</b> Demonstrate understanding of general academic and domain-specific words.            Ex. Fill in the blank with a word choice to answer a question about the characters in a story.            Ex. Select a symbol or picture to represent a word in science.</p> <p><b>Students will:</b>  <b>EEL.6.6.</b> Identify pictures and other symbols that represent general academic and domain-specific words.            Ex. After the teacher uses photographs to teach new vocabulary, point to a picture that represents a word in the lesson when asked.</p>

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