Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Skills and Concepts:
- ❑ Reading comprehension
- ❑ Draw inferences
- ❑ Cite specific examples and details to support inferences
- ❑ Analyze the text

Question Stems and Prompts:
- ✓ What is the author's message/purpose in this text? How do you know?
- ✓ After reading (that) ___what can you infer about ___?
- ✓ Cite the text to describe what the author says explicitly.
- ✓ Upon further analysis, what more can you conclude?
- ✓ When the author says ____, what inferences can you draw?
- ✓ On line/page __, why does the author say _____?
- ✓ How does the textual evidence support your conclusion?
- ✓ What is the author trying to say through the text? What from the text makes you believe this?
- ✓ What conclusions can you draw after reading _____? Use evidence to support your ideas.

Academic Vocabulary

	Academic Vocabulary	Spanish Cognates
•	analyze	analizar
•	explicit	explícito
•	inference	inferencia
•	textual evidence	textuales
•	conclude	concluír
•	author's purpose	propósito de autor

Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Essential Skills and Concepts:
- ❑ Reading comprehension
- ❑ Recognize and analyze theme
- ❑ Understand symbolism
- ❑ Make inferences
- ❑ Support theme or idea with details from the text
- ❑ Summarize
- ❑ Understand the difference between fact and opinion or judgment

Question Stems and Prompts:
- ✓ What does the story suggest about life?
- ✓ What is the overarching theme of this text? What details support this thinking?
- ✓ How does the author build the theme over the course of the text?
- ✓ What does _____ represent in this story?
- ✓ What is the central idea of the text? What details lead you to believe this?
- ✓ Why does the author include the detail(s) _____?
- ✓ The words in this sentence create the impression that _____.
- ✓ How can you best summarize the text?
- ✓ Of all the details in the text, which do you think best contribute to the theme/central idea? Why?

Academic Vocabulary

	Academic Vocabulary	Spanish Cognates
•	theme	tema
•	central idea	idea central
•	convey	
•	details	detalles
•	summarize	resumir
•	distinct	distinto
•	fact	
•	opinion	opinión
•	judgment	

Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

Essential Skills and Concepts:
- ❑ Describe a plot
- ❑ Sequence a series of episodes in a story or drama
- ❑ Identify the problem
- ❑ Summarize
- ❑ Describe how characters change throughout a story or drama
- ❑ Determine the resolution of a story or drama
- ❑ Describe how characters respond as the plot moves toward resolution

Question Stems and Prompts:
- ✓ Summarize the story or drama using key information.
- ✓ Explain how each event/episode leads into the next.
- ✓ Describe how a character evolves with the plot.
- ✓ Describe the plot of the text.
- ✓ How does the plot unfold?
- ✓ Describe the problem. How was it resolved?
- ✓ What can you infer about _____? (character, plot, resolution)
- ✓ The character's actions/reactions in paragraph ____, tell the reader that _____.
- ✓ At what point in the story did the character begin to change? How did events contribute to the change?

Academic Vocabulary   **Spanish Cognates**
- • describe   describir
- • plot
- • episodes   episodio<u>s</u>
- • characters/character traits
- • resolution   resolución
- • dialogue   diálogo

Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. (**See grade 6 Language Standards 4-6 for additional expectations) CA**

Essential Skills and Concepts:
- ❑ Understand synonyms
- ❑ Understand connotations
- ❑ Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- ❑ Compare & contrast
- ❑ Understand how word choice impacts meaning
- ❑ Understand how word choice impacts tone
- ❑ Interpret words and phrases
- ❑ Make inferences

Question Stems and Prompts:
- ✓ What does the word/phrase _____ mean in this selection? Support this with evidence from other lines in the text.
- ✓ How does the word's denotation/dictionary definition compare to the connotation used in the text?
- ✓ Without changing the meaning of the sentence, which other word/phrase could be used to replace the underlined part?
- ✓ In this sentence, the word _____ means _____.
- ✓ How is feeling or emotion associated with the word usage?
- ✓ Why did the author choose to use the word _____ (instead of a word like _____)?
- ✓ How did the author use word choice to impact meaning and tone?
- ✓ What word(s) could you use to replace _____ in order to shift the tone?
- ✓ What role does figurative language play in the overall meaning of the text? Provide examples to explain.

Academic Vocabulary   **Spanish Cognates**
- • phrases   frases
- • figurative meaning
- • connotative meaning
- • analyze   analizar
- • specific   específico
- • impact   impacto
- • meaning
- • tone   tono
- • word choice
- • determine   determiner

Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Essential Skills and Concepts:
- ❑ Understand text structures and their parts
- ❑ Understand how a theme, setting, or plot develops
- ❑ Understand and analyze how text structure contributes to the development of the theme, setting and plot

Question Stems and Prompts:
- ✓ How does the theme, setting or plot develop?
- ✓ Which scenes in the text help the development of the theme, setting or plot?
- ✓ How does _____contribute to the development of the theme, setting, or plot?
- ✓ How does the sentence, chapter, scene, or stanza fit into the overall structure of _____?
- ✓ Analyze the text structure and explain why the author chose to write it this way.
- ✓ How does _____ contribute to the development of _____?
- ✓ What is the role of the part of the text that says ____?
- ✓ How would the text be different if the _____ scene/section/chapter were not included?
- ✓ How would the text have changed if _____ instead of _____?

Academic Vocabulary   **Spanish Cognates**
- analyze   analizar
- scene   escena
- stanza
- text structure   estructura del texto
- theme   tema
- setting
- plot

Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.

Essential Skills and Concepts:
- ❑ Identify the point of view
- ❑ Understand and explain how the point of view is developed by the narrator or speaker

Question Stems and Prompts:
- ✓ How does the author develop the narrator's/speaker's/character's point of view?
- ✓ How does the author's word choice help develop the narrator or speaker's point of view?
- ✓ Who is the narrator? What clues lead you to this conclusion?
- ✓ How would you describe the speaker's point of view? How can you tell?
- ✓ From whose point of view is the text written?
- ✓ What (techniques or details) does the author use to develop perspective or point of view in the text?
- ✓ What do the words (or dialogue) in the text demonstrate the narrator's/speaker's point of view?
- ✓ What could you imagine the narrator or speaker saying/thinking at this point in the text? Why?

Academic Vocabulary   **Spanish Cognates**
- author   autor
- point of view   punto de vista
- develop
- narrator   narrador
- speaker in text

Anchor Standard
Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.6.7
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.

Essential Skills and Concepts:
- ❑ Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
- ❑ Contrast what students "*hear*" and "*see*" when reading to what they *perceive* when they listen or watch

Question Stems and Prompts:
- ✓ How does reading a story compare to the audio or video version? How is it similar/different and why?
- ✓ What do you see/hear when reading the text?
- ✓ Explain your perception of what you hear and see.
- ✓ Explain the differences between what you *see* and *hear* when reading to your perception of what you *hear* and *watch* in an audio, video or live version.
- ✓ Read the text in the tone/voice that you "heard" it in your head as you read. What made you imagine this?
- ✓ Given the choice, who would you have liked to hear voice/portray the text? Why?

Academic Vocabulary	**Spanish Cognates**
• compare	comparar
• contrast	contraste, contrastar
• experience	experiencia
• drama	drama
• poetry	poesía
• viewing	
• audio	audio
• perception	percepción
• similarities	similitudes
• differences	diferencias

> Standard RL 6.8 not applicable.

Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Essential Skills and Concepts:
- ❑ Understand the compare/contrast pattern
- ❑ Recognize text forms and genres
- ❑ Understand how themes are developed
- ❑ Identify text topics

Question Stems and Prompts:
- ✓ How are _____ and _____ alike/similar?
- ✓ How are _____ and _____ different?
- ✓ What are the text forms/genres of each selection?
- ✓ What is the topic or theme of each selection?
- ✓ Although the topic/theme of these passages is similar, how does the presentation differ?
- ✓ Why do you think the author used this approach in relaying the theme?
- ✓ How would have the text been more or less effective/powerful if it were written as _____?
- ✓ How does the form of this text contribute to your comprehension?
- ✓ How did the author's form of this text compare to the other text?
- ✓ How does this version of the text relate to the other version of the text?
- ✓ Which form of the text was most/least effective at conveying the theme/topic?

Academic Vocabulary:	**Spanish Cognates**
• compare	comparar
• contrast	contraste, contrastar
• similarities	similitudes
• differences	diferencias
• text	texto
• genres	géneros
• theme	tema
• historical novels	novelas historícas
• fantasy	fantasía
• realism	realismo

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Anchor Standard
Read and comprehend complex literary and informational texts independently and proficiently.

RL.6.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Essential Skills and Concepts:
- ❑ Read various forms of literature fluently
- ❑ Demonstrate comprehension of various forms of literary text
- ❑ Read independently and comprehend complex texts.
- ❑ Make an effort to independently read texts of increasing complexity.
- ❑ Monitor comprehension

Question Stems and Prompts:
- ✓ What have you read independently lately?
- ✓ What genres have you recently read?
- ✓ What genre did you enjoy the most/least?
- ✓ Which books have you read by the same author? What about this author drew you to his/her work?
- ✓ What are some titles you've read lately on related topics/subjects? What about this subject/topic attracted you as a reader?
- ✓ Who is your favorite author? Why?
- ✓ What was most challenging about the text you read?
- ✓ What in the text required thinking or explaining to help you comprehend?
- ✓ What questions do you have about the text?
- ✓ What do you wish you could ask the author?
- ✓ What kind of book would offer you more challenge as an independent reader?
- ✓ What kind of book would you be interested in reading next? Why?
- ✓ Do you think this book was too hard, too easy, or just right for you as a reader? Why?

Academic Vocabulary   Spanish Cognates
- literature   literatura
- drama   drama
- poetry   poesía
- fluency   fluidez
- comprehension   comprensión

Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Essential Skills and Concepts:
- ❑ Reading comprehension
- ❑ Draw inferences
- ❑ Support inference with evidence from the text
- ❑ Analyze the text

Question Stems and Prompts:
- ✓ What does the author mean when he/she says_____?
- ✓ What can you infer after reading _____?
- ✓ What textual evidence does the text give to prove these generalizations are accurate?
- ✓ Analyze the text and determine the most important concepts.
- ✓ What is the author trying to teach the reader?
- ✓ After reading the details ____ and ____, what conclusions can you draw?
- ✓ What can you learn from the words and visuals in the text?

Academic Vocabulary:	**Spanish Cognates**
• analyze	analizar
• explicit	explícito
• inference	inferencia
• textual evidence	
• generalizations	generalizaciones
• accurate	
• concepts	conceptos

Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Essential Skills and Concepts:
- ❑ Reading comprehension
- ❑ Determine the central idea
- ❑ Identify supporting details
- ❑ Summarize
- ❑ Understand the difference between fact and opinion or judgment

Question Stems and Prompts:
- ✓ What does the text suggest?
- ✓ What is the central idea of the text?
- ✓ What distinct details convey the central idea of this piece?
- ✓ Which details best contribute to your understanding of the text?
- ✓ Summarize the text. Include key details and use academic vocabulary from the reading.

Academic Vocabulary:	**Spanish Cognates**
• theme	tema
• idea	idea
• convey	
• details	detalles
• summary	resumen
• distinct	distinto
• fact	
• opinion	opinión
• judgment	
• suggest	sugerir

Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Essential Skills and Concepts:
- ❑ Understand and identify how a key individual/event/idea is introduced
- ❑ Understand and identify how a key individual/event/idea is illustrated
- ❑ Understand and identify how a key individual/event/idea is elaborated upon
- ❑ Identify examples and anecdotes
- ❑ Understand how an event or idea is introduced

Question Stems and Prompts:
- ✓ How is _____ introduced/elaborated in the text?
- ✓ Explain why it was important for the author to introduce the individual/event/idea at this point in the text.
- ✓ How did the individual/events/idea change over the course of the text?
- ✓ What examples does the author use to show _____?
- ✓ How does _____ help the reader understand _____?
- ✓ Where does the author provide an example, or anecdote, to support the development of an individual/event/idea?
- ✓ How does the author build our understanding of _____ in the text?
- ✓ What else could the author have done to help the reader better understand _____?

Academic Vocabulary

Academic Vocabulary	Spanish Cognates
• analyze	analizar
• detail	detalle
• event	evento
• elaborate	elaborar
• illustrate	ilustrar
• explain	explicar
• anecdotes	anécdota(s)
• individual	individuo
• elaborate	elaborar

Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❑ Identify and interpret connotations
- ❑ Identify and interpret figurative language
- ❑ Identify and interpret technical language
- ❑ Make inferences

Question Stems and Prompts:
- ✓ What does the word/phrase _____ mean in this selection?
- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ What synonym is closest in the meaning to the word _____?
- ✓ In this sentence, the word _____ means _____.
- ✓ What is the technical meaning of the word?
- ✓ Define _____ in your own words, drawing on examples in the text.
- ✓ How is the meaning of the word _____ in the text different than the way you've heard the word used before?
- ✓ What other words in the text helped you understand what _____ means?
- ✓ Why does the author use the word(s) instead of simply saying _____?
- ✓ Tell your partner another sentence where the word _____ could be used appropriately.

Academic Vocabulary	Spanish Cognates
• phrases	frase(s)
• figurative meaning	
• connotative meaning	
• synonyms	sinónimo
• antonyms	antónimo
• analyze	analizar
• specific	específico
• impact	impacto
• meaning	
• tone	tono
• word choice	
• determine	determinar

Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraph, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
   a. **Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA**

Essential Skills and Concepts:
   ❑ Analyze text structure and its smaller parts
   ❑ Understand how ideas develop
   ❑ Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas

Question Stems and Prompts:
   ✓ Which sentence does not belong? Why?
   ✓ How does the idea develop?
   ✓ What words help the development of an idea?
   ✓ How does _____ contribute to the development of the idea?
   ✓ How does the sentence/paragraph/chapter/section fit into the overall structure of a _____?
   ✓ How does the author build the text to help us understand?
   ✓ Describe how this text is organized.
   ✓ What is the main idea of the section, chapter, paragraph?
   ✓ What text features are used to teach more?
   ✓ How do the text features assist the reader?
   ✓ What non-fiction text structure does the author use in this text? How does this structure help you understand the text?
   ✓ If you could give this section a heading, what would you call it?

Academic Vocabulary   **Spanish Cognates**
   • analyze   analizar
   • chapter heading
   • stanza
   • text structure   estructura del texto
   • section   sección
   • paragraph   párrafo
   • graphics   gráfico(s)
   • headings
   • captions
   • media   los medios de comunicación

Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Essential Skills and Concepts
   ❑ Identify point of view
   ❑ Identify author's purpose
   ❑ Understand and explain how point of view /purpose develops and is conveyed

Question Stems and Prompts:
   ✓ What is the author's point of view?
   ✓ What is the author's purpose? How can you tell?
   ✓ What is the author trying to accomplish with/through this text?
   ✓ How does the author's word choice help develop the point of view/purpose?
   ✓ What style or techniques does the author use in this text?
   ✓ Who do you think is the author's intended audience? Why do you think this?
   ✓ From your perspective, is this piece effective? What would make it more/less effective?
   ✓ Use the text to support how the point of view/purpose is conveyed by the author.
   ✓

Academic Vocabulary   **Spanish Cognates**
   • author   autor
   • point of view   punto de vista
   • develop
   • narrator   narrador
   • speaker in text

Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.6.7
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.

Essential Skills and Concepts:
- ❑ Integrate information from diverse media and formats
- ❑ Summarize information
- ❑ Develop understanding of a topic/issue

Question Stems and Prompts:
- ✓ What understanding did you develop about _____?
- ✓ Which format best relays the message?
- ✓ How did your understanding improve after hearing/seeing _____ and _____?
- ✓ What did you understand after seeing/hearing/reading _____ and what more did you learn after seeing/hearing/reading/observing _____?
- ✓ What form of information best helped you understand?
- ✓ What information helped you comprehend the idea that _____?
- ✓ What words helped you understand about the topic?
- ✓ What media format made the topic most clear? Why?
- ✓ What do you think was the best (most effective) way for the author/creator to teach _____? Explain.

Academic Vocabulary   **Spanish Cognates**
- media format
- topic/theme   tema
- issue
- information   información
- synthesize   sintetizar
- summarize   resumir

Anchor Standard
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Essential Skills and Concepts:
- ❑ Understand how claims and/or arguments are supported
- ❑ Trace and evaluate arguments and claims
- ❑ Distinguish valid claims from claims that aren't supported

Question Stems and Prompts:
- ✓ What is the argument presented in the text?
- ✓ What is the author's position on the issue?
- ✓ How is the argument developed and supported?
- ✓ How does the evidence support the claim?
- ✓ Explain whether or not you think the claim is valid and why.
- ✓ Direct us to evidence in the text that supports the argument.
- ✓ Which of the evidence supporting the argument is most relevant?
- ✓ Which evidence is most convincing?
- ✓ Is the argument logical, or is it based on some other form of persuasion?
- ✓ How does the author build the argument?

Academic Vocabulary   **Spanish Cognates**
- evaluate   evaluar
- argument   argumento
- distinguishing claim
- evidence
- valid   válido
- validity   validez
- claim   reclamación
- warrant
- counterclaim
- rebuttal

Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.6.9
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).

Essential Skills and Concepts:
- ❑ Compare & contrast differing presentations of the same event
- ❑ Synthesize information

Question Stems and Prompts:
- ✓ Compare _____'s presentation of _____ to _____'s presentation of _____.
- ✓ What did you learn from ____'s presentation of events and what did you learn from _____'s presentation?
- ✓ How do the works of _____ differ from the works of _____?
- ✓ Explain the similarities and differences of _____ and _____.
- ✓ What is common in both texts?
- ✓ How do the texts differ? Why do you think this is?
- ✓ As a reader, which of the authors' approaches do you prefer? Why?
- ✓ Why do you think this author chose to approach the topic this way?
- ✓ What was the author's intention in his or her presentation of events?
- ✓ Was the author's approach balanced? Why do you believe this?
- ✓ Which source do you think was most reliable? Why?

Academic Vocabulary
- compare
- contrast
- similar
- difference
- presentation
- event
- point of view
- perspective

Spanish Cognates
- comparar
- contraste, contrastar
- similar
- diferencia
- presentación

- punto del vista
- perspectiva

Anchor Standard
Read and comprehend complex literary and informational texts independently and proficiently.

RI.6.10
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.

Essential Skills and Concepts:
- ❑ Read various forms of literary nonfiction fluently
- ❑ Demonstrate comprehension of various forms of literary text
- ❑ Read independently and comprehend complex texts.
- ❑ Make an effort to independently read texts of increasing complexity
- ❑ Monitor comprehension

Question Stems and Prompts:
- ✓ What have you read independently lately?
- ✓ What genres have you recently read?
- ✓ What genre did you enjoy the most/least?
- ✓ Which books have you read by the same author? What about this author drew you to his/her work?
- ✓ What are some titles you've read lately on related topics/subjects? What about this subject/topic attracted you as a reader?
- ✓ Who is your favorite author? Why?
- ✓ Who is one reliable non-fiction writer you've read? Why do you think this?
- ✓ What was most challenging about the text you read?
- ✓ What in the text required thinking or explaining to help you comprehend?
- ✓ What questions do you still have about the text?
- ✓ What do you wish you could ask the author?
- ✓ What kind of book would offer you more challenge as an independent reader?
- ✓ What kind of book would you be interested in reading next? Why?
- ✓ Do you think this book was too hard, too easy, or just right for you as a reader? Why?

Academic Vocabulary
- fluency
- comprehension
- non-fiction

Spanish Cognates
- fluidez
- comprensión
- no de ficción

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Anchor Standard
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
  a. Introduce a claim(s) and organize the reasons and evidence clearly.
  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  d. Establish and maintain a formal style.
  e. Provide a concluding statement or section that follows from the argument presented.

Essential Skills and Concepts
  ❑ Understand the rhetoric of argument
  ❑ Introduce a precise claim
  ❑ Provide reasons and evidence to support claims
  ❑ Determine relevance of evidence
  ❑ Utilize credible sources
  ❑ Utilize transitional expressions to establish relationships among claims and reasons
  ❑ Understand and use a formal style
  ❑ Provide an effective conclusion

Question Stems and Prompts
  ✓ How can you clearly introduce your claim?
  ✓ What reasons & evidence best support your claim?
  ✓ Is the evidence relevant? Are your sources credible?
  ✓ What words will assist the reader in clarifying the relationship between the claim and reasons?
  ✓ How do you connect your claim and your reasons?
  ✓ What makes your piece formal in style?
  ✓ How is your concluding statement congruent with the argument presented?

Academic Vocabulary   **Spanish Cognates**
  • arguments   argumentos
  • claims   reclamación
  • clear reasons   razones claras
  • relevant evidence
  • facts, reasons, details   razones/detalles
  • credible source   creíble
  • topic
  • thesis statement   tesis
  • persuade   persuadir
  • style   estilo
  • conclusion   conclusion
  • transitions   transiciones
  • supporting evidence

Anchor Standard
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.6.2
Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  a. Introduce a topic **or thesis statement;** 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. **CA**
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  e. Establish and maintain a formal style.
  f. Provide a concluding statement or section that follows from the information or explanation presented.

Essential Skills and Concepts
  ❑ Convey information accurately
  ❑ Understand and use various organizational structures
  ❑ Utilize formatting, graphics, and multimedia
  ❑ Introduce a topic
  ❑ Use facts, concrete details, quotations, examples to develop the topic
  ❑ Utilize transitional expressions to establish relationships among ideas and concepts
  ❑ Understand and use precise vocabulary
  ❑ Incorporate definitions of terms
  ❑ Understand and use domain-specific vocabulary
  ❑ Understand and use a formal style
  ❑ Provide an effective conclusion

Question Stems and Prompts
  ✓ How can you clearly introduce your topic?
  ✓ What organizational structure will best enable to you to convey your information?
  ✓ What facts/details/examples/quotations help to develop your topic?
  ✓ How do you transition/flow from one idea into the next?
  ✓ What words will assist the reader in clarifying the relationship between the ideas and concepts?
  ✓ What makes your piece formal in style?

✓ How is your concluding statement consistent with the information presented?

W.6.2 – (Continued)

Academic Vocabulary	**Spanish Cognates**
• expository	expositivo
• reason, detail, fact	razón, detalle
• explanation	explicación
• elaboration	elaboración
• audience	audiencia
• thesis statement	
• formal style	estilo formal
• conclusion	conclusión
• introduction	introducción
• transitions	transiciones
• topic/theme	tema
• compare/contrast	comparar/ contraste,contrastar
• cause/effect	causar o causa/efecto
• formatting	formato
• heading	
• classification	clasificación
• selection	selección
• organization	organización
• analysis	análisis
• relevant content	contenido pertinente

Anchor Standard
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters.

c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

Essential Skills and Concepts:
❑ Convey an experience or event
❑ Understand narrative (vs. expository) techniques
❑ Establish context and narrator/characters
❑ Organize a logical/natural event sequence
❑ Craft dialogue
❑ Use descriptive/sensory language
❑ Utilize transitional expressions to convey sequence and signal shifts
❑ Provide an effective conclusion

Question Stems and Prompts:
✓ What experience or event will you write about?
✓ Will you be writing from fact or fiction?
✓ How will you introduce and develop your characters and narrator?
✓ How will you organize the events in your story? Is there a logical progression? Describe the structure.
✓ What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
✓ How can you use dialogue to convey the experience?
✓ How and where can the use of descriptive language assist in conveying the experience?
✓ Do the descriptive details enhance the story?
✓ How will you provide a satisfying conclusion?
✓ What did you do to "show" not "tell"?
✓ What craft techniques did you employ and why?

W.6.3 – (Continued)

- ✓ Which tools and techniques from a mentor text/mentor author did you try to use in your own writing?
- ✓ How did you try to engage your reader?

Academic Vocabulary   Spanish Cognates
- plot
- characters
- setting
- resolution   resolución
- point of view   punto de vista
- sensory details   detalles sensoriales
- concrete   concreto
- dialogue   diálogo
- rising action
- sequence   secuencia
- events
- mood
- narrator   narrador
- descriptive language   lenguaje descriptivo

- transitions/story connectors

Anchor Standard
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4
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.)

Essential Skills and Concepts
- ❑ Understand various writing text types and their organizational structures
- ❑ Identify and understand the writing task
- ❑ Identify and understand the writing purpose
- ❑ Determine and address the audience appropriately
- ❑ Understand and utilize appropriate style

Question Stems and Prompts:
- ✓ What form of writing does the prompt/task call for?
- ✓ What organizational structure will you use?
- ✓ What is the purpose for writing? What are you trying to accomplish in the piece?
- ✓ Who is the audience and how are you addressing them?
- ✓ How will you organize and develop your thoughts before writing?
- ✓ Did you use vocabulary that is appropriate to your audience?
- ✓ Are you using a formal or informal style of writing?
- ✓ Which tone, register, and word choices would be most appropriate for your audience?

Academic Vocabulary   Spanish Cognates
- organization   organización
- style   estilo
- task
- purpose   propósito
- audience   audiencia

Anchor Standard
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

Essential Skills and Concepts
- ❑ Develop and use planning templates
- ❑ Understand and utilize revision techniques
- ❑ Identify and edit text-problems
- ❑ Understand and use multiple writing approaches
- ❑ Receive and provide writing guidance

Question Stems and Prompts:
- ✓ How will you plan your writing piece?
- ✓ How does your planning template compare with your writing piece? Was something added/omitted? Why
- ✓ What is the best title for this piece?
- ✓ Is the structure you selected the most effective format for conveying your ideas?
- ✓ Is additional evidence, description, or clarification needed anywhere in the piece?
- ✓ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
- ✓ Do all sentences belong? Do some sentences need to be reworded or deleted?
- ✓ Is your writing free of writing conventions errors?
- ✓ Where should you go if you need helping editing?
- ✓ What kind of feedback would you request from a peer reader?
- ✓ What do you think you did effectively? What do you think you could improve?
- ✓ Did you reread your piece out loud and to yourself? What did you notice as you read?
- ✓ What kinds of revisions could make your writing stronger?
- ✓ Did you use your strategies for revision?
- ✓ Did you use your editing checklist?
- ✓ How does your initial draft compare to your final piece?

Academic Vocabulary　　　**Spanish Cognates**
- planning　　　planeando (v)
- revising　　　revisando
- editing
- rewriting
- organization　　　organización

Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6
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.

Essential Skills and Concepts
- ❑ Use technology proficiently for production, publication, and collaboration
- ❑ Demonstrate keyboarding skills (three page/single sitting minimum)
- ❑ Access and use the Internet

Question Stems and Prompts:
- ✓ What kinds of tech tools might help you with your writing piece?
- ✓ What software/program will you use to create this document?
- ✓ How can the Internet serve as a tool for production, publication, and collaboration?
- ✓ What medium will you use to publish your writing so that others can access it?
- ✓ How will you use technology to collaborate and interact with others about your writing?
- ✓ How can technology make the writing process easier or more efficient with this piece?
- ✓ How have web-based resources helped your writing?

Academic Vocabulary　　　**Spanish Cognates**
- publish　　　publicar
- keyboarding
- medium　　　medio
- collaborate　　　colaborar
- interact　　　interactuar
- skills

Anchor Standard
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Essential Skills and Concepts
- ❑ Understand steps of an investigation
- ❑ Develop an inquiry question
- ❑ Conduct research drawing on several sources
- ❑ Refocus inquiry when appropriate
- ❑ Synthesize and summarize information
- ❑ Cite a variety of sources

Question Stems and Prompts:
- ✓ What subject are you investigating?
- ✓ What is your inquiry/research question?
- ✓ What kinds of things might your reader want to know?
- ✓ How will you locate sources?
- ✓ How will you determine the best sources to use?
- ✓ What is the origin of the sources you are using?
- ✓ How do you correctly cite your sources?
- ✓ How does the information drawn from various sources provide an answer to your question?
- ✓ Is the information from the various sources consistent & complimentary? Can it be corroborated?
- ✓ Does your inquiry question need to be altered or refined as a result of your findings?
- ✓ How can you best summarize your findings?
- ✓ What did you learn from this inquiry?
- ✓ What did you learn through your research?
- ✓ What information is most important to share with your reader?

Academic Vocabulary   **Spanish Cognates**

Academic Vocabulary	Spanish Cognates
key words	
site source	
internet search	
synthesize	sintetizar
research	
project	proyecto
inquiry	
bibliography	bibliografia
investigation	investigación
precise	preciso

Anchor Standard
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.6.8
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.

Essential Skills and Concepts
- ❑ Gather print and digital information (research)
- ❑ Assess relevance of information
- ❑ Assess credibility of sources
- ❑ Utilize quotes
- ❑ Paraphrase correctly
- ❑ Create a bibliography

Question Stems and Prompts:
- ✓ How will you locate information from both print and digital sources?
- ✓ Which sources did you draw from? What kind of media did you use?
- ✓ What makes this information relevant to the topic?
- ✓ How do you know that the source is credible?
- ✓ What direct quotes will you use?
- ✓ What conclusive information do you plan to include?
- ✓ How will you paraphrase the information to demonstrate your own understanding?
- ✓ How did you keep track of your sources and the information located?
- ✓ How do you cite (various) sources in a bibliography?
- ✓ If you had to refer a friend to the best source on the subject, where would you tell him or her to look?

Academic Vocabulary   **Spanish Cognates**

Academic Vocabulary	Spanish Cognates
research	
source	
digital source	
credible	creíble
quote	
quotation marks	
summarize	resumir
paraphrase	parafrasear
plagiarism	plagio
bibliography	bibliografia

Anchor Standard
Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. 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").
  b. 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").

Essential Skills and Concepts
  ❑ Analyze literary or informational texts
  ❑ Identify evidence to support analysis/research
  ❑ Recognize and understand organizational structures

Question Stems and Prompts:
  ✓ After reading _____ (lit or info texts), write _____ (an essay or substitute) in which you argue_____(content). Support your position with evidence from the text(s). *Argument*
  ✓ After reading _____ (lit or info texts), write _____ (a report, essay or substitutes) in which you analyze _____ (content), providing examples to clarify your analysis. *Informative/Explanatory*
  ✓ After reading _____ (lite or info texts), write _____ (a narrative or substitute) from the perspective of _____ (content). *Narrative*
(from Literacy Design Collaborative http://ldc.org/resources)
  ✓ What evidence from the text(s) you read best supported your analysis/reflection/research?
  ✓ The evidence that supports my thinking is _____.

Academic Vocabulary   **Spanish Cognates**
  • analyze   analizar
  • evidence
  • support
  • research
  • credible   creíble
  • author   autor
  • reason   razón

Anchor Standard
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 tasks, purposes, and audiences.

W.6.10
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.

Essential Skills and Concepts
  ❑ Identify and understand the task
  ❑ Identify and understand the purpose
  ❑ Identify and understand the audience
  ❑ Compose a variety of text types
  ❑ Communicate information effectively

Question Stems and Prompts
  ✓ Create a timeline to facilitate your process and organize your writing.
  ✓ What is the purpose of this writing?
  ✓ What is the specific task?
  ✓ Who is the intended audience?
  ✓ How will you address the audience's knowledge/perspective?
  ✓ How will you ensure your piece is effective?

Academic Vocabulary   **Spanish Cognates**
  • reflection   reflexión
  • revision   revisión
  • rough draft
  • editing
  • summary   resumen

Anchor Standard
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.6.1
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.

    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.

    b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

    c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

    d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Essential Skills and Concepts
- ❑ Prepare for discussions by reading required material
- ❑ Express yourself clearly
- ❑ Know how to incorporate evidence or information about the topic, text, or issue during the discussion
- ❑ When working in groups:
  - ○ Know what behaviors are appropriate
  - ○ Know the roles and the tasks associated with the role
  - ○ Come to agreement on goals for the group and deadlines for completing the task
- ❑ Pose and respond to questions
- ❑ Contribute to the discussion by elaborating on the comments of others
- ❑ Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed.
- ❑ Review key ideas discussed by paraphrasing them

Question Stems and Prompt
- ✓ How did you prepare for today's discussion?
- ✓ What are some questions you might ask during the discussion?
- ✓ Based on what you read, what might you want to discuss more deeply with your group?
- ✓ Will your group need to designate group tasks? How will you decide what roles you will take?
- ✓ What words or phrases could you use to extend the conversation and build on another's ideas?

- ✓ What words or phrases could you use to counter someone's idea or opinion?
- ✓ What words or phrases could you use to introduce a new idea?
- ✓ In writing, review the key ideas expressed during the discussion.
- ✓ Was the group discussion effective? What did you learn?

Academic Vocabulary	Spanish Cognates
• precise language	lenguaje preciso
• collaborative	colaborativo
• discussion	discusión
• issues	
• express	expresar
• support	
• formal language	lenguaje formal
• evidence	
• elaborate	elaborar
• perspective	perspectiva
• reflection	reflexión
• paraphrase	parafrasear

Anchor Standard
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

Essential Skills and Concepts
- ❑ Identify different sources and formats of information
- ❑ Interpret information from various sources
- ❑ Explain how different media and formats contribute to how information is interpreted
- ❑ Interpret information that is presented visually, through charts and graphs, or speaking

Question Stems and Prompt
- ✓ What format is used to present the information?
- ✓ How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information?
- ✓ Who is the intended audience? Did this influence which media format was used to deliver the information?
- ✓ What is your topic? What media will you use to present your information?
- ✓ Are there other factors that you consider when choosing a media format?

Academic Vocabulary	**Spanish Cognates**
• Interpret	interpretar
• diverse media	
• formats	formatos
• visually	visualmente
• quantitatively	cuantitativamente
• orally	oralmente
• contributes	contribuir
• print media	
• digital media	los medios digitales
• issue	

Anchor Standard
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Essential Skills:
- ❑ Identify claims and arguments
- ❑ Understand what constitutes evidence
- ❑ Know when something is reasonable
- ❑ Identify specific claims supported by evidence
- ❑ Identify arguments that are logical and within reason
- ❑ Identify the reasons and evidence that support a person's claims

Question Stems and Prompts:
- ✓ Is the speaker's argument valid? Why or why not?
- ✓ Are the claims that the speaker uses to support the argument valid? Why or why not?
- ✓ How is the argument supported?
- ✓ Did the speaker/argument make sense? Why or why not?
- ✓ Are the speaker's claims based on fact and evidence?
- ✓ Are the speaker's arguments based on faulty logic?
- ✓ What information was factual?
- ✓ Which claims were based on opinion? How could you tell?
- ✓ Was the factual information backed with relevant evidence?
- ✓ What could make the speaker's argument more believable or convincing?
- ✓ What questions do you have for the speaker? What more would you like to know?

Academic Vocabulary	**Spanish Cognates**
• delineate	delinear
• reason	razón
• argument	argumento
• claim	reclamación
• evidence	
• fact	
• opinion	opinión

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Anchor Standard
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.6.4
Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, and sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

a. **Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA**

Essential Skills:
- ❑ Plan and deliver presentations
    - o argument
    - o narrative
    - o informative/explanatory
    - o response to literature
- ❑ Distinguish between a claim and a finding
- ❑ Use an organizer to sequence ideas logically
- ❑ Sequence ideas logically
- ❑ Emphasis main ideas by using details, facts, gestures and body language
- ❑ Make appropriate eye contact, speak clearly and loudly enough for the audience
- ❑ Use precise language, including terms found in different subjects
- ❑ Provide a strong conclusion

Question Stems and Prompts:
- ✓ What are some things you've seen effective presenters do?
- ✓ What is your plan for you presentation?
- ✓ How will you use notes to help your presentation?
- ✓ What topic will you inform your audience about?
- ✓ How will you present your claims and evidence?
- ✓ What tools/strategies/techniques will you use to make your presentation most effective?
- ✓ What is the difference between a claim and an argument?
- ✓ Do you have sufficient facts and evidence to support you claims?
- ✓ Is the presentation logical, moving from one point to the next?
- ✓ Are you using transitions to help your readers follow and understand you claim?

SL.6.4 – (Continued)

- ✓ Is the language in you presentation precise and relevant to the topic?

- ✓ How did you conclude your presentation?
- ✓ Was your conclusion strong? Why or why not?
- ✓ What kind of feedback do you want from your audience?
- ✓ How did your audience respond to your presentation? What clues do you have to support the effectiveness of your presentation?
- ✓ How do you think your presentation went?
- ✓ What would you do differently next time?

Academic Vocabulary	Spanish Cognate
• claim	reclamación
• finding	
• argument	argumento
• narrative	narrativa
• informative	informativo
• response to literature	respuesta a la literatura
• sequence	secuencia
• logical	lógico
• pertinent description	descripción pertinente
• nonverbal elements	elementos no verbales
• accentuate	acentual
• theme	tema
• eye contact	
• adequate volume	volume adecuado
• clear pronunciation	pronunciación clara
• transitions	transiciones
• concrete details	detalles concretos
• conclusion	conclusión

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Anchor Standard
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5
Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.

Essential Skills:
- ❑ Select appropriate multimedia components that have clear meaning to the presentation
- ❑ Know how to create visual displays
- ❑ Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors
- ❑ Know how to embed photos, video, audio, texts and animation in a presentation

Question Stems and Prompts
- ✓ How does the use of _____ enhance your presentation and its purpose?
- ✓ What digital media could you use to present your data clearly?
- ✓ What is the message or information you want to convey to your audience?
- ✓ How would including media help the presentation?
- ✓ Do the components help clarify the presentation or distract from the presntation?
- ✓ What kind of information could you convey by using animation, graphics, sound…?
- ✓ How did you decide which images you would include?
- ✓ Did you strategically place your media components and visual displays to enhance the understanding of your presentation topic?

Academic Vocabulary   **Spanish Cognate**
- textual elements   elementos textuales
- graphics   gráficos
- audio   audio
- video   vídeo
- interactive elements   elementos interactivos
- images   imágenes
- formats   formatos
- digital   digital
- clarify   aclarar
- multimedia components components multimedia

Anchor Standard
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6
Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
(See grade 6 Language standards 1 and 3 for specific expectations.)

Essential Skills
- ❑ Identify the audience and purpose
- ❑ Know the difference between informal and formal English
- ❑ Vary sentence patterns for style
- ❑ Understand and adapt the delivery to appeal to the audience
- ❑ Enunciate and speak at appropriate volume and pace
- ❑ Use conventions of language to improve expression

Question Stems and Prompts
- ✓ What is the purpose for your speech?
- ✓ What are you trying to accomplish?
- ✓ Who is the audience?
- ✓ Are you delivering a formal or informal presentation?
- ✓ Will you need formal or informal English? Why?
- ✓ What are some words or phrases you might use?
- ✓ Are there places where you can substitute more precise, engaging language to keep the listeners interested?
- ✓ How is your selection of word choice going to impact your presentation?
- ✓ How will you engage the listeners and keep them interested?
- ✓ How will you emphasize the important points?
- ✓ How will you use intonation, voice, and pacing to convey your message effectively?

Academic Vocabulary   **Spanish Cognates**
- context   contexto
- demonstrate   demostrar
- formal English   inglés formal
- appropriate   apropiado
- audience   audiencia
- formal presentation   presentación formal
- purpose   propósito
- language conventions   convenciones de lenguaje
- enunciation   enunciación

Anchor Standard
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
    b. Use **all pronouns, including** intensive pronouns (e.g. myself, ourselves) **correctly. CA**
    c. Recognize and correct inappropriate shifts in pronoun number and person.
    d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    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.

Essential Skills and Concepts:
   ❑ Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)
   ❑ Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite and intensive pronouns)
   ❑ Recognize variations from standard English
Question Stems and Prompts:
   ✓ What are <u>subjective</u> pronouns? How do they differ from <u>objective</u> and <u>possessive</u> pronouns? How are they related?
   ✓ What is an intensive pronoun? How/when is it used?
   ✓ What are the singular/plural forms of the pronoun _____?
   ✓ Who or what is the pronoun _____ referring to? How can you clarify/reduce ambiguity?
   ✓ Identify the pronoun and describe the subject/object it refers to.
   ✓ In the line _____, is it best to use a pronoun or a noun/noun phrase. Why?

Academic Vocabulary   **Spanish Cognates**
   • language conventions   convenciones de lenguaje
   • standard English
   • proper case
   • intensive pronoun   pronombres intensivos
   • vague pronouns
   • conventional language   lenguaje convencional
   • antecedent   antecedente
   • subject pronoun
   • object pronoun
   • possessive pronoun   pronombre posesivo

Anchor Standard
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.
    b. Spell correctly.

Essential Skills and Concepts:
   ❑ Use commas, dashes, and/or parentheses
   ❑ Understand and punctuate nonrestrictive/parenthetical elements
   ❑ Spell correctly

Question Stems and Prompts:
   ✓ What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence?
   ✓ How does a nonrestrictive element differ from a restrictive element?
   ✓ How do parenthetical elements enhance a sentence? What is their purpose?
   ✓ How should parenthetical elements be punctuated?
   ✓ How can punctuation of parenthetical elements denote significance?
   ✓ Why does the author choose to employ _____ here in the text?
   ✓ How do/does the use of _____ enhance the reading for the reader?
   ✓ What tools did you choose to use to help you spell words you don't know? What other strategies did you try?

Academic Vocabulary   **Spanish Cognates**
   • phrase   frase
   • clause   cláusula
   • nonrestrictive
   • parenthetical element

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

L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Vary sentence patterns for meaning, reader/ listener interest, and style.
   b. Maintain consistency in style and tone.

Essential Skills and Concepts:
   ❑ Recognize and use a variety of sentence patterns
   ❑ Identify and use appropriate language to address audience
   ❑ Recognize and employ consistent style
   ❑ Recognize and employ consistent tone

Question Stems and Prompts
✓ What sentence patterns are present/absent in this piece (essay/presentation/passage)?
✓ How did you vary your sentences? Why did you design your writing this way?
✓ How does the piece address the needs/interests of the audience?
✓ What tone did you intend to use? How did you convey the tone in your piece?
✓ What style are you employing? Describe the stylistic techniques you tried.
✓ Is the piece consistent in style and tone? How?

Academic Vocabulary	**Spanish Cognates**
• sentence variety	
• tone	tono
• style	estilo
• voice	voz

Anchor Standard
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
   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.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word *(e.g., audience, auditory, audible).*
   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.
   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).

Essential Skills and Concepts
   ❑ Use context clues to derive word meaning
   ❑ Use Greek and Latin affixes and roots to derive word meaning
   ❑ Use reference materials to derive word meanings
   ❑ Use reference materials to determine correct pronunciation of words
   ❑ Verify word meaning

Question Stems and Prompts
✓ Based upon the use of the word in the sentence, what can you deduce the word _____ means?
✓ Does the positioning of the word _____ assist in determining meaning? Is an appositive clue provided?
✓ Do you recognize a familiar word part (affix or root) in the word? What does the word part mean? How does that affix/root help you understand what the word _____ might mean?
✓ What strategies did you use to help you understand the meaning of _____? What did you predict it meant? Could you confirm that meaning through context?
✓ What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
✓ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?
✓ After using the reference tool, does the word mean what you thought it did?

L.6.4 – (Continued)

Academic Vocabulary	Spanish Cognates
• context clues	
• root word	
• affix	afijo
• prefix	prefijo
• suffix	sufijo
• consult	consultar
• reference materials	materiales de referencia
• dictionary	diccionario
• thesaurus	tesauro
• glossary	glosario
• pronunciation	pronunciación
• verify	verificar
• context	contexto

Anchor Standard
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) *(e.g., stingy, scrimping, economical, unwasteful, thrifty).*

Essential Skills and Concepts
   ❑ Interpret figurative language
   ❑ Utilize word relationships to clarify meaning
   ❑ Identify the explicit/direct meaning of a word (denotation)
   ❑ Identify the secondary meaning of a word (connotation)

Question Stems and Prompts:
   ✓ What is meant by the figurative expression_____?
   ✓ What type of figurative language is used? Why did you/the author decide to use it?
   ✓ How did the use of figurative language enhance the text?
   ✓ Although very similar in meaning, how do the words slightly differ in meaning?
   ✓ What is the relationship between these words? How are they related?
   ✓ What is the explicit/direct meaning of the word?
   ✓ Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?
   ✓ How are the denotation and connotation similar or different?
   ✓ Why does the author choose to use the word _____ when he or she could have used the word _____?

Academic Vocabulary	Spanish Cognates
• figurative language	lenguaje figurado
• figures of speech	
• similes	símles
• metaphors	metáforas
• personification	personificación
• context clues	
• nuances	
• idioms	

L.6.5 – (Continued)

- relationship between words
- connotation
- association   asociación
- negative   negativo
- positive   posativo
- neutral   neutral

Anchor Standard
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.6.6
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.

Essential Skills and Concepts:
- ❑ Identify, understand, and use general academic terms
- ❑ Identify, understand, and use domain-specific terms
- ❑ Independently build vocabulary

Question Stems and Prompts:
- ✓ What is the meaning for the term _____?
- ✓ How would you use the academic word_____ in a sentence?
- ✓ How could you define _____ in your own words?
- ✓ Can you give an example of how the word _____ is used in different subject areas?
- ✓ The word _____ is specific to what subject/domain?
- ✓ What does the word _____ mean in this subject/context? What are some other ways you've heard the word used? What are some other meanings you've heard associated with the word _____.
- ✓ Why is it important to understand the meaning of the domain-specific word _____ when studying this subject?
- ✓ What are some other words you know that are related to _____?
- ✓ What strategies do you use for identifying, understanding, and using high-utility academic words?
- ✓ How can you tell this word is important to this reading or this subject?
- ✓ What could you do to help you understand what the word _____ means?

Academic Vocabulary   **Spanish Cognates**
- academic words
- domain specific words
- vocabulary   vocabulario
- comprehension   comprensión
- expression   expresión