

Grade Six: ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	<i>Sentence Frames</i> (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Support Inferences With Textual Evidence	Explaining Details	Explain appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	(teacher asks) Who ___ (action)? Why did ___? ___ was able to ___ because ___. ___ is ___ because ___. ___ changed ___ when ___. ___ is different than ___ because ___. The ___ (words/phrase) tells how ___ (character) ___. As a result of ___, ___ was able to ___, because ___. The sentence ___ supports ___. The ___ supports that ___, but ___ does not support ___. I know ___ is different/similar than ___ because ___ (state text).
St. 2	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.	Central Message	a. Description b. Summarize	Describe example of, belongs to, described as, like, identified by, is called, such as...is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	Describe Students will learn to understand and generate oral and written language skills using present progressive adverbs Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	The theme is about ___. The theme is ___ because ___ and ___. First ___, then ___ and finally ___ (summarize theme). ___ (character) ___ (verb) but ___. When ___ (character) ___ (action), then ___ (draw attention to how an action helps develop the theme). In short ___ was/was not ___. ___ summarizes the fact that ___. The author uses ___ to develop ___ so consequently, ___. ___ contributes to ___ (theme development) by ___ and ___ (devices)
St. 3	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution	Development of Plot	a. Literary Analysis b. Drawing Conclusion	Literary Analysis Simple Sentences: subjects, verbs, adjective or object, compound sentences with before, and, after, complex sentences with descriptive and specific literary language. Conclusion comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	Literary Analysis Students will understand and generate written and oral simple sentence structures as well as complex sentences with specific literary language. Conclusion Students will be able to use comparative adjectives in increasingly complex sentences.	The character is ___. The problem (plot) is ___. What pictures shows the problem? The main events are ___ and ___. When ___ (event) then ___. Both ___ and ___ are ___ (describe characters in light of a problem). The problem/crisis is ___. ___ (character) responds by ___. In the beginning ___ (character) ___ (action), but then ___. The main character ___ changes from ___ to ___ because ___. Throughout the ___ the ___ (unfolds/changes) when ___. ___ changes from ___ to ___ when ___. ___'s ___ contributed to ___ (the development) of ___.
St. 4	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 a specific word choice on meaning and tone	Determine Word Meaning and Impact	a. Defining (conceptualizing nouns, verbs and adjectives pertaining to abstract ideas) b. Analyze (can include compare and contrast language)	Define is, a, are, tells, shows that, describes, explains, has, example of Analyze relationship verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly any	Define Students will learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives. Analyze Students will learn to understand and generate oral and written language skills using relationship verbs and quantifiers in increasingly complex sentences.	___ means ___. ___ is ___. Point or show action when asked what a word means. The meaning of ___ is ___. The meaning of ___ in paragraph ___ is ___. ___ (word/phrase) explains ___. The (word/phrase) ___ is ___ (figurative) because ___. ___ is the effect of using ___ (literary device) in paragraph ___ because ___. Using ___ (word/phrase) rather than ___ impacts ___. ___'s (author) use of ___ (word/phrase) reveals ___ toward ___. The connotative meaning of ___ is ___ when ___.
St. 5	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	Structure Supports Text Development	a. Analyze (can include compare and contrast language) b. Explain (Identify, recognize, name)	Analyze relationship verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly any Explain appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Analyze Students will learn to understand and generate oral and written language skills using relationship verbs and quantifiers in increasingly complex sentences. Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner..	___ is chapter ___. Point to the scene/stanza about ___. ___ is ___. ___ and ___ are ___ (chapters, scenes, stanzas). Chapters (scenes, stanzas) ___ and ___ tell about ___. Most (some, none, all) of ___ (scene, chapter, stanza) ___ contribute(s) to ___. Scene ___ (number) begins to ___ (develop) the ___ (theme, main idea). The ___ (description) in ___ establishes the ___ of the ___. Chapter ___ contributes to ___ (the development) of ___ (plot, setting). The ___ (structure) of ___ begins in ___ (scene, chapter, stanza). ___ in ___ supports the analysis of ___.
St. 6	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Development of Point of View	Drawing Conclusions	Conclusion comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	Conclusion Students will be able to use comparative adjectives in increasingly complex sentences.	The narrator is ___. The ___ is ___. The narrator is/is not ___ about ___. The idea that ___ (point of view in story) changes ___. ___ (author) the narrator's point of view by ___. ___ is ___ from ___'s point of view. It is more effective that ___ tells about ___ than ___ because ___. ___ is more effective told by ___ because ___. I conclude that ___'s ___ (point of view), influences ___. An example is ___. ___ chose to ___ from ___ (point of view) to impact ___.
St. 7	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.	Written and Visual Comparisons of Text	Compare and Contrast	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives	___ is like ___. ___ is ___ but ___ is ___. ___ (listening, reading) to ___ is different than ___ to ___. The film ___ is ___ (similar/different) than ___ because ___. The performance of ___ (title) is ___ (similar/different) than ___. Seeing ___ in ___ and hearing ___ in ___ are ___ (compare). In contrast to ___ (audio/live version), of ___, the ___ (version) was ___. I prefer ___ to ___ due to ___. The ___ elements of ___ in ___ contribute to ___ therefore ___.
St. 8	RL.5.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	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.	Genre Structures	Compare and Contrast (stories and story elements)	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives	Are the stories the same or different? ___ is/is not like ___. ___ and ___ are (alike/different) in their approach to ___. ___ is more effective in ___ about ___. The ___ (story) and the ___ (poem) both ___ about ___. Compared to ___ (historical novel) ___ (poem/story) is more interesting because ___. The theme ___ in the story ___ is ___ compared to ___. Both ___ and ___ approach ___ with ___. Concerning the topic of ___, both ___ and ___ agree that ___. Although the topic of ___ is the same in both ___ and ___, the approaches are ___ because ___ (examples).
St. 10	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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Six: ELA, CCSS Informational Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Support Inferences With Textual Evidence	Explaining	Explain appears to, suggests, means that, explained as (verb tenses) are/are not	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	The ____ (text) is _____. how me ____ (word/phrase/illustration). ____ (text) infers _____. ____ supports _____. In _____ supports _____ because _____. _____, so _____. Based on _____ (text), _____ because _____. _____ is most _____ according to _____. _____ are more/less _____ than _____ because. As a result of _____, _____ will most likely happen. An example is _____. If _____ had/had not _____, _____ would/wouldn't have _____.
St. 2	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.	Central Message	a. Description b. Summarizing	Describe example of, belongs to, described as, like, identified by, is called, such as (describe main aspects of main idea and details by sequencing) Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	Describe Students learn to understand and generate oral and written language skills with present progressive adverbs. Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	_____ is _____ (main idea). Is _____ the main idea? The _____ is _____. Is the main idea _____ or _____ (ask student)? _____ is/is not the main idea because _____. _____ is _____ because _____. First _____, then _____ and finally _____. The _____ of _____ support _____, _____ and _____ are _____, but _____ is _____. _____ conveys _____ about _____. _____ is an example of _____. In summary _____ is _____ because _____. _____ demonstrates that _____. To conclude _____ supports _____ with _____ and _____. Therefore _____ illustrates that _____. Indeed _____ could be _____ of _____ because _____. Consequently _____.
St. 3	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).	Event, Idea and Individual Development	Drawing Conclusions	Conclusion comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	Conclusion Students will be able to use comparative adjectives in increasingly complex sentences.	Language functions for "conclusion" starts at the intermediate level of ELP. _____ is _____. _____ is not _____. _____ caused _____. _____ is _____ because. I can conclude _____ because _____. Since _____ I know _____. The idea of _____ impacted _____. _____ (author) elaborates on _____ because _____. _____ (author) illustrates _____. _____ (author) introduces _____ as _____. _____ (author) _____ (introduces/illustrates/elaborates) about a _____ (portrait) of _____ (character) by _____. An example of _____ (character/event/idea) _____ (traits) include _____. _____ is an example the role _____ played in the _____ of _____. _____ (author) _____ (elaborates) on his/her _____ of _____, concluding that _____.
St. 4	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine Word Meaning	a. Interpreting b. Defining (conceptualizing nouns, verbs and adjectives pertaining to abstract ideas)	Interpret because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of Define is, a, are, tells, shows that, describes, explains, has, example of	Interpret Students will learn to identify and interpret the words and phrases with figurative, connotative and technical meanings. Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining of unknown words include a strong focus on context clues).	_____ is a _____. A word that means _____ is _____. _____ means _____ because _____. _____ is _____. The word _____ in paragraph _____ means _____. _____ is the definition of _____. The phrase _____ (figurative lang.) means _____ in paragraph _____ because _____. The word/phrase _____, _____ (clarifies/supports) the _____ (meaning) of _____ because _____. _____ (author) reveals _____ (purpose) by _____. _____ (word/phrase) enhances the _____ of _____ used in _____. The connotation of _____ used in _____ is referring to _____. _____ is an example of _____ which supports _____.
St. 5	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.	Text Structure and Development of Ideas	a. Analyze b. Cause and Effect	Analyze relationship verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly any Cause and Effect verb forms & words: because, since, consequently, if....then, led to, due to, explains why, caused	Analyze Students will learn to understand and generate oral and written language skills using relationship verbs and quantifiers in increasingly complex sentences. Cause and Effect Students will support their comparisons with the various cause and effect verbs.	The text _____ is the same as/different than _____. The _____ are _____. The _____ (cause/effect) structure of _____ (chapter/paragraph/sentence) explains _____. _____ structure contributes to the development of _____. _____ (text) used cause and effect to show _____. Because _____, _____. _____ (text) was more _____ (effective) in _____ (describing) _____ than _____ because _____. An example of _____ (description/cause-effect) in _____ is _____. It is effective because _____. The _____ (cause and effect) structure fits _____ because _____. The description of _____ in paragraph _____ contributes to the _____ of _____. The use of _____ (chronological order) in _____ (section/chapter) clarifies that _____. The overall structure in _____ and _____ are alike/different. An example of their similarities/differences is _____.
St. 6	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Conveying Author's Purpose	a. Supporting Opinion b. Interpreting	Support Opinions like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should Interpret because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of	Support Opinions Students will learn to express opinion using simple to complex sentence structures. Interpret Students will learn to identify and interpret the language of propaganda and use complex sentences.	The author is _____. The author said _____. _____ thinks _____. _____ describes _____ (author's viewpoint) because _____. _____ (author) conveys _____ about _____. _____ agrees/doesn't agree with _____ because _____. _____ (author) believes that _____ (most/a few/hardly any) _____ is successful in _____ the purpose of _____ because _____. The author's _____ about _____ is conveyed _____. An example from _____'s accounts of _____ is _____ which supports _____. _____ achieves _____ about _____. An example is _____. Although _____ creates interest in _____, due to _____, _____.
St. 7	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	Integrating Sources for Topic Development	a. Synthesizing (correlates with ODE's interpretation ELP).	Synthesize(integrate) relationship verbs: contain, entail, consist of, partitives such as: a part of, a segment of, and quantifiers: some, a good number of, almost all, a few, hardly any	Synthesize (integrate) Students will understand and generate sentences or phrases to express, describe or explain relationships in various formats.	This is a _____ (type of media format). _____ is like/different than _____ (compare formats). _____ and _____ in the _____ (text, diagram) explain how _____. _____ and _____ explain the impact of _____. The information in _____ consists of _____ and _____. _____ and _____ (different formats) both contain _____. According to _____ (online database) the impact of _____ is _____. The _____ (format type) along with _____, show _____. Collective research from _____ and _____ share _____ about _____. A number of _____ consist of _____ to illustrate _____.
St. 8	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	Evaluating reasons and evidence	a. Evaluation	Evaluate object adjectives (that, those, each, every), number adjectives, adjectives to limit (few, many, some), correlated "paired" conjunctions (both – and; not only – but also),degrees of certainty/uncertainty, belief/doubt, likelihood	Evaluate Students will understand and generate complex sentences using an increasing specificity of nouns, verbs, and adjectives and correlative conjunctions.	_____ is the author. The author is _____ (characteristic). _____ is _____. The author argues that _____ is _____ because _____. An example is _____. The claim that _____ is _____ has (much, little) _____. _____ supports _____ with evidence of _____. _____ and _____ are/are not supported by _____. An example is _____. _____ argues that if _____, then _____ would _____. In my opinion _____ are/are not _____ (supported) by _____ because _____. The _____ (evidence) does not support _____ because _____. The _____ (claim) about _____ is _____ (adj.) effective because _____.
St. 9	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).	Event Comparison (different authors)	a. Compare and Contrast b. explain	Compare and Contrast _____ is like _____ because _____, both are similar, is different than, _____ from _____ is _____, whereas _____ has _____, the same Explain appears to, suggests, means that, explained as (verb tenses) are/are not	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	A memoir is _____. A biography is _____. The events in _____ are like/different than _____. _____ and _____ are similar because both _____. _____ and _____ differ because _____. The event _____ is depicted as _____ in _____. Given the evidence that _____ and _____ both _____ explain the causes of _____. Even though _____ has _____, _____ has _____. According to _____, If _____ had _____, then _____ would have _____. One variation between _____ and _____ is that _____ has _____.
St. 10	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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				