



c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	c. Use words that establish the time frame.	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	d. Use words that convey specific details about the experience or event.	
e. Provide a conclusion that follows from the narrated experiences or events.	e. Not applicable.	
Grade-Level Standards	DLM Essential Element	Unpacked
Production and Distribution of Writing		
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 above.)	EE.W.6.4 Produce writing that is appropriate for the task, purpose, or audience.	Concept: <i>We write so that others can understand what we want them to know and so they can refer back to it.</i>
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.	EE.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.	Skills: Identify purpose for writing; write about an explicitly stated task or purpose; organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing; interact with others to collaborate about writing.
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.	EE.W.6.6 Use technology, including the Internet, to produce writing while interacting and collaborating with others.	Big Idea: Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience. Writing can be strengthened by working with others, revising, and using digital tools to support production and publication.
		Essential Questions: Why am I writing this? Who is my audience? How should I write to communicate to that audience? Does it make sense? If not, what words or phrases do I need to change so it makes sense? What else can I write to make it easier for someone to understand? What did my teacher or classmate say about my writing? What do they want me to change or add? How can I produce and publish writing with this tool?



Grade-Level Standards	DLM Essential Element	Unpacked
Research to Build and Present Knowledge		
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	EE W.6.7 Conduct short research projects to answer a question.	Concept: <i>Research supports writing to inform or respond.</i>
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.	EE.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.	Skills: Identify the question to be answered; identify sources that will give information about a question or topic; identify information from multiple sources to support writing about a topic; use what was learned in reading to support writing.
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.").	EE.W.6.9 Use information from literary and informational text to support writing. a. Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").	Big Idea: Writing to answer a questions or provide important information about a topic often requires finding information in multiple sources. Essential Questions: What question do I want to answer? Where can I find information on this topic? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What evidence do I have to support my writing?
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.").	b. Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").	
Grade-Level Standards	DLM Essential Element	Unpacked
Range of Writing		
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.	EE.W.6.10 Write routinely for a variety of tasks, purposes, and audiences.	Concept: <i>There are many reasons to write.</i> Skills: Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. Big Idea: To become a good writer you have to write every day for many different reasons. Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough to clearly convey my message?



Sixth Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Grade-Level Standards	DLM Essential Element	Unpacked
Comprehension and Collaboration		
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.	EE.SL.6.1 Engage in collaborative discussions.	Concepts: <i>Successful communication exchanges are often rule based, topic centered, and draw upon information provided by speakers.</i>
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.	a. Come to discussions prepared to share information.	Skills: Prepare and participate in discussions; communicate to convey message; follow rules; ask questions; answer questions; add comments to a discussion; restate key ideas in discussion; identify information presented orally, visually, and/or auditorally that is related to the topic; identify claims made by the speaker; identify reasons or evidence that supports those claims. Big Ideas: Engagement in communication exchanges often requires: preparation, cooperation, and attention. Essential Questions: What do I need to prepare? What do I want to say? What are the rules for communicating with others? What do I want to know more about? What do I already know about this? What did they mean by that? Who can I ask? What words answer the question? How can I make my message more clear? What else can I say? What can I add to that person's comment? What questions do I have about what was discussed? How do I restate what other's said? What does that graph tell me about this? What does that picture have to do with this? What claims did the speaker make? What evidence supports their claims?
	b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.	
	c. Ask and answer questions specific to the topic, text, or issue under discussion.	
	d. Restate key ideas expressed in the discussion.	
SL.6.2 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.	EE.SL.6.2 Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.	
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.	EE.SL.6.3 Identify the reasons and evidence supporting the claims made by the speaker.	



Grade-Level Standards	DLM Essential Element	Unpacked
Presentation of Knowledge and Ideas		
SL.6.4 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.	EE.SL.6.4 Present findings on a topic including descriptions, facts, or details.	Concepts: <i>Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.</i>
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	EE.SL.6.5 Select an auditory, visual, or tactual display to clarify the information in presentations.	Skills: Identify descriptions, facts and details about a topic; present those descriptions, facts, and details; select visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify who I want to communicate with; determine whether it is best to use messages that are precise or messages that are quick and efficient.
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	EE.SL.6.6 Use formal and informal language as appropriate to the communication partner.	Big Ideas: Presentations on a topic should include descriptions, facts and details and can be supported by multi-media. When communicating there are times when one or two words are all that are needed and at other times whole sentences are required.
		Essential Questions: What did I find out about this? How can I describe that? What facts or details are related to those findings? What multimedia will I choose to represent my topic? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?



Sixth Grade English Language Arts Standards: Language		
Grade-Level Standards	DLM Essential Element	Unpacked
Conventions of Standard English		
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	EE.L.6.1 Demonstrate standard English grammar and usage when communicating.	<p>Concept: <i>It matters which letters, words, and punctuation you choose when communicating.</i></p> <p>Skills: Use personal and indefinite pronouns; use question marks at the end of written questions; use letter-sound relationships and common spelling patterns when writing or communicating.</p> <p>Big Ideas: Communication involves choosing the right letters, words, and punctuation to make your message clear.</p> <p>Essential Questions: What word can I use to replace a person's name in my writing? What mark should I use at the end of a question? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word?</p>
a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	a. Use personal pronouns (e.g., he, she, they) correctly.	
b. Use intensive pronouns (e.g., myself, ourselves).	b. Use indefinite pronouns.	
c. Recognize and correct inappropriate shifts in pronoun number and person.*	c. Not applicable.	
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	d. Not applicable.	
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.*	e. Not applicable.	
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EE.L.6.2 Demonstrate understanding of conventions of standard English.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	a. Use question marks at the end of written questions.	
b. Spell correctly.	b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	
Grade-Level Standards	DLM Essential Element	Unpacked
Knowledge of Language		
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	EE.L.6.3 Use language to achieve desired outcomes when communicating.	<p>Concept: <i>Language is the process of communication.</i></p> <p>Skills: Identify when intended message is not understood; determine how else to deliver the message; vary message to make it more easily understood.</p> <p>Big Idea: When someone doesn't understand you should try to say it a different way.</p> <p>Essential Questions: Was my message clear? If not, what part did the listener not understand? How can I say that a different way?</p>
a. Vary sentence patterns for meaning, reader/ listener interest, and style.*	a. Vary use of language when the listener or reader does not understand the initial attempt.	
b. Maintain consistency in style and tone.*	b. Not applicable.	



Grade-Level Standards	DLM Essential Element	Unpacked
Vocabulary Acquisition and Use		
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	EE.L.6.4 Demonstrate knowledge of word meanings.	<p>Concept: Words have meaning across context and in relation to one another.</p> <p>Skills: Use the context of a sentence to determine a missing word; use common root words with different word endings in context; use words with multiple meanings in context; clarify meaning when unknown word is encountered; identify meanings of simple similes; identify words that have similar meanings; use words across contexts; and use words that relate to a topic.</p> <p>Big Ideas: As words are learned and used, they are related to topics, contexts, and one another.</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.	a. Use context to determine which word is missing from a content area text.	
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	
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.	c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating	
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).	d. Not applicable.	
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	EE.L.6.5 Demonstrate understanding of word relationships and use.	<p>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? What part of the word do you recognize? How does the meaning change when I add a different ending to the word? What words do I know about this topic? What does that word mean when I use it in this sentence?</p>
a. Interpret figures of speech (e.g., personification) in context.	a. Identify the meaning of simple similes (e.g., The man was as big as a tree.).	
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	b. Demonstrate understanding of words by identifying other words with similar and different meanings.	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	c. Not applicable.	
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.	EE.L.6.6 Use general academic and domain-specific words and phrases across contexts.	