



Sixth Grade ELA

ELA

Topic	Calendar Dates	Quarter	Standard	Key Vocabulary
Literature		1st Quarter	SCoS RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cite, determine, analyze, explicit, inference, textual evidence, conclude, phrases, figurative meaning, denotation, connotation, connotative meaning, analyze, specific, impact, meaning, tone, author's word choice, literature, drama, poetry, fluency, comprehension
			SCoS RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
			SCoS 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.	
			SCoS RL 6.4 Determine the meaning of words and phrases as they are used in a text, analyze the impact of a specific word choice on meaning and tone	
			SCoS.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 .	
			SCoS RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	

			<p>SCoS RL 6.10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	
Informational Text		1st Quarter	<p>SCoS RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	Analyze, explicit, inference, textual evidence, generalizations, accurate, concepts, phrases, denotation, figurative meaning, connotation, connotative meaning, synonyms, antonyms, specific, impact, meaning, tone, word choice, determine, chapter heading, stanza, text structure, section, paragraph, graphics, headings, captions, media, fluency, comprehension, non-fiction
			<p>SCoS 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.</p>	
			<p>SCoS RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p>	
			<p>SCoS RI 6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.</p>	
			<p>SCoS 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.</p>	
			<p>SCoS RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text</p>	
			<p>SCoS 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.</p>	
			<p>SCoS RI 6.10 By the end of grade 6, read and understand informational texts-within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	

Writing		1st Quarter	<p>SCoS W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>plot, characters, setting, resolution, point of view, 1st person, sensory details, concrete, dialogue, rising action, sequence, events, mood, narrator, descriptive language, organization, style, task, purpose, audience, planning, revising, editing, rewriting, reflection, revision, rough draft, summary, Thinking maps</p>
			<p>SCoS W 6.3a Organize information and ideas around a topic to plan and prepare to write.</p>	
			<p>SCoS W 6.3b Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	
			<p>SCoS W 6.3c Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	
			<p>SCoS W 6.3d Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	
			<p>SCoS W 6.3e Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	
			<p>SCoS W 6.3f Provide a conclusion that follows from the narrated experiences or events.</p>	
			<p>SCoS W 6.3g With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach with consideration to task, purpose, and audience.</p>	
Speaking and Listening		1st Quarter	<p>SCoS.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.</p>	<p>Precise language, collaborative, discussion, issues, express, support, formal language, evidence, elaborate, perspective, reflection, paraphrase, textual elements, graphics, audio, video, interactive elements, images, formats, digital, clarify, multimedia components, context, demonstrate, formal, English, appropriate, audience, formal presentation, purpose, language conventions, enunciation</p>
			<p>SCoS SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	
			<p>SCoS SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	

			<p>SCoS SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	
			<p>SCoS SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
Language		1st Quarter	<p>SCoS L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>	
			10 objectives	
			<p>SCoS L. 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p>	
			4 objectives	
			<p>SCoS L. 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
			<p>SCoS L. 6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	
			<p>SCoS L. 6.3.b Maintain consistency in style and tone.</p>	
			<p>SCoS L. 6.4 Determine and /or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies: context clues, words, word relationships, and reference materials.</p>	
			<p>SCoS L.6.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>	
			<p>SCoS L. 6.5.a. Interpret figures of speech in context based on grade 6 reading and content.</p>	
		<p>SCoS L.6.5.b. Distinguish among the connotations of words with similar denotations.</p>		

			<p>SCoS L.6.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
--	--	--	---	--

Literature		2nd Quarter	<p>SCoS RL.6.2</p> <p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	Theme, central idea, convey, details, summary, summarize, fact, opinion, bias, conclusions, judgements
			<p>SCoS RL.6.6</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>	
			<p>SCoS.RL.6.9</p> <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	Compare, contrast
			<p>SCoS RL 6.10</p> <p>By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	
Informational Text		2nd Quarter	<p>SCoS RI.6.2</p> <p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	Determine, central idea, convey, summary, summarize, fact, opinion, bias, judgements
			<p>SCoS RI.6.6</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	Author's purpose, point of view
			<p>SCoS RI.6.8</p> <p>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	Trace, evaluate, argument, claims, distinguish, reasons, supporting evidence
			<p>SCoS RI.6.9</p> <p>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	
			<p>SCoS RI 6.10</p> <p>By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior</p>	

			knowledge and experiences to text.	
Writing	2nd Quarter	SCoS W.6.1	Write arguments to support claims with clear reasons and relevant evidence .	
		SCoS W.6.1a	Organize information and ideas around a topic to plan and prepare to write.	
		SCoS W.6.1.b	Introduce claim(s) and organize the reasons and evidence clearly.	
		SCoS W.6.1.c	Support claim(s) with clear reasons and relevant evidence , using credible sources and demonstrating an understanding of the topic or text	
		SCoS W.6.1.d	Use words, phrases , and clauses to clarify the relationships among claim(s) and reasons.	
		SCoS W.6.1.e	Establish and maintain a formal style.	
		SCoS W.6.1.f	Provide a concluding statement or section that follows from the argument presented.	
		SCoS W 6.1g	With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach with consideration to task, purpose, and audience.	
		SCoS 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.	
		SCoS W.6.2a	Organize information and ideas around a topic to plan and prepare to write.	
		SCoS W.6.2.b	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting,, graphics, and multimedia when useful to aiding comprehension.	

			<p>SCoS W.6.2.c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	
			<p>SCoS W.6.2.d Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	
			<p>SCoS W.6.2.e Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	
			<p>SCoS W.6.2.f Establish and maintain a formal style.</p>	
			<p>SCoS W.6.2.g Provide a concluding statement or section that follows from the information or explanation presented.</p>	
			<p>SCoS W 6.2h With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach with consideration to task, purpose, and audience.</p>	
			<p>SCoS W 6.6 Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	
Speaking and Listening		2nd Quarter	<p>SCoS.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.</p>	
			<p>SCoS 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.</p>	
			<p>SCoS.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.</p>	
			<p>SCoS SL.6.4 Present claims and findings, sequencing ideas logically and</p>	

			using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
Language	2nd Quarter	SCoS L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	
			10 objectives	
		SCoS. L. 6.2	Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	
			4 objectives	
		SCoS L. 6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		SCoS L. 6.3.a	Vary sentence patterns for meaning , reader/listener interest, and style.	
		SCoS L. 6.3.b	Maintain consistency in style and tone .	
		SCoS L. 6.4	Determine and /or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies: context clues , words, word relationships , and reference materials .	
		SCoS L. 6.5	Demonstrate understanding of figurative language and nuances in word meanings .	
		SCoS L 6.5.a.	Interpret figures of speech in context based on grade 6 reading and content.	
		SCoS L.6.5.b.	Distinguish among the connotations of words with similar denotations .	
		SCoS L.6.6	Acquire and use accurately grade-appropriate general academic	

			and domain-specific words and phrases ; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
--	--	--	---	--

Literature		3rd Quarter	<p>SCoS 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.</p>	
			<p>SCoS 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.</p>	
			<p>SCoS RL.6.10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	
Informational Text		3rd Quarter	<p>SCoS 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)</p>	
			<p>SCoS 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.</p>	
			<p>SCoS 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.</p>	
			<p>SCoS RI.6.10 By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	
Writing		3rd Quarter	<p>SCoS W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.</p>	

Speaking and Listening		3rd Quarter	<p style="text-align: center;">SCoS.SL.6.1</p> 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.	
Language		3rd Quarter	<p style="text-align: center;">SCoS L.6.1</p> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.	
			10 objectives	
			<p style="text-align: center;">SCoS. L. 6.2</p> Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.	
			4 objectives	
			<p style="text-align: center;">SCoS L. 6.3</p> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
			<p style="text-align: center;">SCoS L. 6.3.a</p> Vary sentence patterns for meaning , reader/listener interest, and style.	
			<p style="text-align: center;">SCoS L. 6.3.b</p> Maintain consistency in style and tone .	
			<p style="text-align: center;">SCoS L. 6.4</p> Determine and /or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies: context clues , words, word relationships , and reference materials .	
			<p style="text-align: center;">SCoS L. 6.5</p> Demonstrate understanding of figurative language and nuances in word meanings .	
			<p style="text-align: center;">SCoS L 6.5.a.</p> Interpret figures of speech in context based on grade 6 reading and content.	
	<p style="text-align: center;">SCoS L.6.5.b.</p> Distinguish among the connotations of words with similar denotations .			

			<p>SCoS L.6.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
--	--	--	---	--

Literature		4th Quarter	<p>SCoS RL 6.10</p> <p>By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	
Informational Text		4th Quarter	<p>SCoS RI 6.10</p> <p>By the end of grade 6, read and understand informational texts-within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	
Writing		4th Quarter	<p>SCoS W.6.4</p> <p>Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient word processing skills.</p>	
Speaking and Listening		4th Quarter	<p>SCoS.SL.6.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	
			<p>SCoS SL.6.5</p> <p>Include multimedia components and visual displays in presentations to clarify information.</p>	
Language		4th Quarter	<p>SCoS L.6.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.</p>	
			10 objectives	
			<p>SCoS. L. 6.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.</p>	
			4 objectives	
			<p>SCoS L. 6.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	

			SCoS L. 6.3.a Vary sentence patterns for meaning , reader/listener interest, and style.	
			SCoS L. 6.3.b Maintain consistency in style and tone .	
			SCoS L. 6.4 Determine and /or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies: context clues , words, word relationships , and reference materials .	
			SCoS L. 6.5 Demonstrate understanding of figurative language and nuances in word meanings .	
			SCoS L. 6.5.a. Interpret figures of speech in context based on grade 6 reading and content.	
			SCoS L.6.5.b. Distinguish among the connotations of words with similar denotations .	
			SCoS L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases ; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

NC Check-Ins Assessed Standards		
Check-In 1	Check-In 2	Check-In 3
<input type="checkbox"/> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 <input type="checkbox"/> L.4, L.5.a <input type="checkbox"/> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8	<input type="checkbox"/> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 <input type="checkbox"/> L.4, L.5.a <input type="checkbox"/> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8	<input type="checkbox"/> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6 <input type="checkbox"/> L.4, L.5.a <input type="checkbox"/> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8

Each ELA/reading NC Check-In will contain 22-24 questions.
 Students will see four-response- option multiple-choice questions.
 Each question is worth 1 point.

Each ELA/reading NC Check-In will include three selections. The charts below provide the anticipated number of selections (i.e., poetry, informational, literature) for each NC Check-In by grade level.

ELA/Reading NC Check-Ins Grade 4–8	Number of Poetry Selections	Number of Informational Selections	Number of Literature Selections
Check-In No. 1	0	1	2
Check-In No. 2	0	2	1
Check-In No. 3	1	1	1

Standards/I Can Statements

Strand: Language

Cluster: Conventions of Standard English

I can use correct subject and verb agreement.

I can explain the function of verbals.

I can form and use verbs in active and passive voice.

I can form and use indicative, imperative, interrogative, and conditional moods.

I can recognize and correct inappropriate shifts in voice and mood.

I can form and use transitive and intransitive verbs.

I can form and use compound adjectives.

I can use adverbs that modify adjectives.

I can use adverbs that modify adverbs.

I can continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences.

I can determine if a sentence is simple, compound, complex, or compound-complex.

I can ensure that pronouns are in the proper case.

I can use intensive pronouns.

I can recognize and correct shifts in pronoun number and person in my writing.
I can recognize and correct vague pronouns in my writing.
I can ensure pronoun-antecedent agreement.
I can recognize and apply the nominative case and objective case.
I can continue to correctly use frequently confused words.
I can explain the function of phrases and clauses in general and their function in specific sentences.
I can place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers.
I can form and use indirect/direct objects.

L.6.2

I can use punctuation to set off nonrestrictive/parenthetical elements.
I can use a comma to separate coordinate adjectives.
I can use punctuation to indicate a pause or break.
I can use an ellipsis to indicate an omission.
I can use a semicolon to link two or more closely related independent clauses.
I can use a colon to introduce a list or quotation.
I can apply hyphen conventions.
I can spell correctly.

L.6.3

- A. I can use different of types of sentences.
- B. I can maintain consistency in style and tone.

L.6.4

I can use clues in a sentence or paragraph to help me figure out the meaning of a word or phrase.
I can use my knowledge of root words and affixes to help me figure out what a new word means.
I can use reference materials to figure out what a word means.
I can use reference materials to verify the meaning of a word.

L.6.5

I can use word relationships to better understand each word.
A. I can understand figures of speech.
B. I can tell the connotative differences between words with similar denotations.

L.6.6

I can use 6th grade academic and domain-specific words in my writing.

I can use 6th grade academic and domain-specific words in my speaking.

Strand: Writing

Cluster: Text Types, Purposes, and Publishing

W.6.1

I can write arguments to support claims with clear reasons and relevant evidence.

- A. I can clearly organize reasons and evidence.
- B. I can introduce claims.
- C. I can support claims with reasons and evidence, use credible sources, and show my understanding of the topic or text.
- D. I can use words, phrases, and clauses to clarify the relationships among claims and reasons.
- E. I can maintain a formal style in my argument writing.
- F. I can write a concluding statement for my argument.
- G. I can strengthen and edit my writing with help from my teacher and classmates.

W.6.2

I can write informative/explanatory texts to examine a topic and convey ideas.

- A. I can clearly organize information and ideas.
- B. I can clearly introduce a topic using various strategies to organize ideas, concepts, and information; include formatting in my writing and include multimedia to accompany my writing.
- C. I can develop the topic with facts, details, and examples.
- D. I can include transitions to clarify the connections between ideas.
- E. I can use precise language and subject-specific vocabulary.
- F. I can maintain a formal style in my informative/explanatory writing.

G. I can write a concluding statement in my informative/explanatory writing.

H. I can strengthen and edit my writing with help from my teacher and classmates.

W.6.3

I can write real or imaginative narrative texts to convey an experience or event. 1

A. I can clearly organize information and ideas.

B. I can engage and orient the reader by establishing a context/setting, establishing a narrator and/or characters, and establishing a plot or sequence of events.

C. I can use dialogue, pacing, and description to develop experiences, events or characters.

D. I can use transition words, phrases, and clauses to convey the sequence of events or shifts in setting.

E. I can use precise words, descriptive details, and sensory language in my narrative writing.

F. I can include a conclusion in my narrative writing.

H. I can strengthen and edit my writing with help from my teacher and classmates.

W.6.4

I can use technology to produce and publish my writing.

I can use technology to share my writing with my teacher and classmates.

W.6.5

I can research a topic to answer a question.

I can use several sources to research a topic.

W.6.6

I can gather information from multiple sources in my research.

I can assess the credibility of a source.

I can quote or paraphrase information from a source without plagiarizing.

I can provide bibliographic information for my sources.

Resources

Middle Grades ELA Resources

<http://www.dpi.state.nc.us/curriculum/languagearts/middlegrades/>

NCDPI Unpacking Documents

https://drive.google.com/file/d/187kYoCuuYXCKJ5aIKwAB6P9FyZnH3_z4/view

EOG ELA Weight Distribution

Domain	Grade 6
Reading for Literature	32–36%
Reading for Informational Text	41–45%
Writing	N/A
Speaking and Listening	N/A
Language	21–25%
Total	100%