# ELA Standards for Shared History of the Cienega Watershed Curriculum Project

**Reading Informational Text**
- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.          (IN JOURNALING)
- **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.          (IN JOURNALING, RESEARCH, PRESENTATIONS)
- **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. (ALL PROJECTS COMPONENTS)
- **RI.6.10**: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.
  - **RI.6.10 (a)** history, social sciences, and technical texts.     (IN RESEARCH)

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

**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. (IN REFLECTIVE JOURNALING)
  - **W.6.2 (a)** Introduce a topics, organize ideas and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; including formatting (e.g., headings), graphics (e. g., charts, tables), and multimedia when useful to aiding comprehension.
  - **W.6.2 (b)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - **W.6.2 (c)** Use appropriate transitions to clarify the relationships among ideas and concepts.
  - **W.6.2 (d)** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **W.6.2 (e)** Establish and maintain a formal style.

- **W.6.2 (f)** Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (IN DIGITAL STORYTELLING, JOURNALING)
  - **W.6.2 (a)** Engage the reader by establishing context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - **W.6.2 (b)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - **W.6.2 (c)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - **W.6.2 (d)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - **W.6.2 (e)** Provide a conclusion that follows from the narrated experiences or events.
- **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. (DIGITAL STORIES)
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (JOURNALS)

**Speaking and Listening**
- **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. (ALL PARTS OF PROJECT)
  - **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.
  - **SL.6.1 (b):** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  - **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.
- **SL.6.2:** Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (ALL PARTS OF PROJECT)
- **SL.6.5:** Include multimedia components (e.g., graphics, images, music, sound) to visual displays in presentations to clarify information. (DIGITAL STORIES)
- **SL6.6**: Adapt a speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (ALL PARTS OF PROJECT)

**Language**  (ALL PARTS OF PROJECT)

- **L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - **L.6.1 (a):** Ensure that pronouns are in the proper case (subjective, objective, possessive).
    - **L.6.1 (b):** Use intensive pronouns (e.g., *myself, ourselves*).
    - **L.6.1 (c)**: Recognize and correct inappropriate shifts in pronoun number and person.
    - **L.6.1 (d)**: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    - **L.6.1 (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.
- **L.6.2:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - **L.6.2 (a)**: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
    - **L.6.2 (b)**: Spell correctly.
- **L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    - **L.6.3 (a)**: Vary sentence patterns for meaning, reader/listener interest, and style.
    - **L.6.3 (b)**: Maintain consistency in style and tone.
- **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.
    - **L.6.4 (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.
    - **L.6.4 (b):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
    - **L.6.4 (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.
    - **L.6.4 (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).
- **L.6.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - **L.6.5 (a)**: Interpret figures of speech (e.g., personification) in context.
    - **L.6.5 (b)**: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
    - **L.6.5 (c)**: Distinguish among the connotations (associations) of words with similar denotations (definitions), (e.g. *stingy, scrimping, economical , unwasteful, thrifty).*
- **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.