Sixth Grade

English Language Arts Standards Implementation

GOVERNING BOARD APPROVED
FEBRUARY 2018
The Arizona English Language Arts Standards are the foundation to guide the construction and evaluation of English Language Arts programs in Arizona K-12 schools and the broader Arizona community.

The Arizona English Language Arts Standards are:
- Focused in a coherent progression across grades K-12,
- Aligned with college and workforce expectations,
- Inclusive of rigorous content and applications of knowledge through higher-level thinking,
- Research and evidence based,
- Broad in nature, allowing for the widest possible range of student learning, and
- Designed as an integrated approach to literacy.

The standards are neither curriculum nor instructional practices. While the Arizona English Language Arts Standards may be used as the basis for curriculum, they are not a curriculum. Therefore, identifying the sequence of instruction at each grade - what will be taught and for how long - requires concerted effort and attention at the local level. Curricular tools, including textbooks, are selected by the district/school and adopted through the local governing board. The Arizona Department of Education defines standards, curriculum, and instruction as:

**Standards** are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

**Curriculum** refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

**Instruction** refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards. Decisions about instructional practice and techniques are made at a local level.

**Description of a Successful Arizona English Language Arts Student**
The description that follows offers a portrait of Arizona students who meet the standards set out in this document. As students advance through the grades and master the standards in Reading, Writing, Speaking and Listening, and Language, they are able to exhibit with increasing depth and consistency these capacities of a literate individual:

- Demonstrate academic independence;
- Build strong content knowledge;
- Respond to the varying demands of audience, task, purpose, and discipline;
- Comprehend as well as critique;
- Use technology and digital media strategically and capably;
- Understand other perspectives and cultures.
Coding for the English Language Arts Standards

6.RL.3

Grade

Standard

Strand
6th Grade Overview
Arizona’s English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature
- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Write summaries of text distinct from personal opinions and judgments
- Analyze elements of literature, including an author's use of figurative language and how a specific part of a text contributes to its structure
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze characters, setting, plot, and theme in literary work

Reading Standards for Informational
- Read and analyze grade appropriate informational and nonfiction texts
- Cite textual evidence to support analysis and inferences
- Write summaries of text distinct from personal opinions and judgments
- Integrate information gained from a variety of texts to determine different points of view
- Analyze how details build the central idea and purpose of a text
- Determine ideas that are and are not supported by evidence
- Make accurate inferences based on cited evidence found in a text

Writing Standards
- Write argumentative and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Maintain a formal style in argumentative and explanatory writing
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

Speaking and Listening Standards
- Engage in collaborative discussions by using effective and appropriate speaking and listening skills and following specific discussion guidelines
- Prepare and participate in discussions by reading/researching the texts under discussion
- Orally present claims and findings, sequencing ideas and evidence logically with appropriate descriptions, facts, and details
- Interpret information presented orally in diverse media formats, and decipher claims that are supported by evidence from claims that are not
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

Language Standards
- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Apply their knowledge of figurative language and word relationships to determine nuances in word meaning for sixth-grade vocabulary
English Language Arts Standards Implementation

SIXTH GRADE—READING STANDARDS
The Arizona Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Anchor Standard 10 (R.10) defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college, career, and military readiness level. Students must also show a steadily growing ability to discern more from, and make fuller use of text. This includes making an increasing number of connections among multiple ideas and texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. An expanded definition of text complexity can be found in the glossary.
### Reading Standards for Literature

#### Key Ideas and Details

**6.RL.1**  
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>loosely refers to the text to support analysis of what the text says explicitly</td>
<td>identifies textual evidence that supports analysis of what the text says explicitly</td>
<td>cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</td>
<td>applies strong textual evidence in supporting a complex inference or analysis of the text</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

- Teacher explains the difference between explicitly stated evidence and inference.
- Teacher models how to locate and cite textual evidence.
- Teacher models how to take background knowledge and connect it to the text to form an inference.
- Students identify specific instances in the text to support a clear or inferential analysis of the text.
- Students paraphrase or quote directly from the literature to support their analysis or inference in a formal (e.g., paragraph, essay, literary response, summary, presentation) or informal (e.g., discussion, journal response) written or oral response to literature.

#### MPS Resources

- Harcourt:  
  - Theme 2: 159A–159B  
  - Theme 6: 188–189, 709K–M
- Harcourt Social Studies:  
  - Volume 1 Unit 3 TE p. 171C  
  - (Social Studies Standard S2PO5c, 9c,10c, C3PO1)  
  - Volume 2 Unit 8 TE p. 555C  
  - (Social Studies Standard S1PO3) Lesson 1 and 2 pp. 604–617
- Supplemental Resources:  
  - Linking CCSS to Your Curriculum, TE pp. 22–29  
  - Blueprint for Intervention: Comprehension
## Key Ideas and Details

**6.RL.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.

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies a theme or central idea of a text; provides a basic list of events in a text</td>
<td>identifies a theme or central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments</td>
<td>determines a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments</td>
<td>evaluates themes or central ideas in regard to major/minor themes and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

Teacher explains that theme is an underlying message that an author conveys in a text (e.g., story, drama, or poem).

Teacher models how to identify a theme or central idea (e.g., friendship, perseverance, honesty) of a text using details from the text.

Students use details in a text to determine the theme.

Students explain how details in the text support the theme.

Teacher explains the differences between a summary of the text and a personal opinion or judgment.

Teacher models how to summarize without stating an opinion by refraining from using words that indicate an opinion (e.g., I think, I believe, I agree, I disagree).

Teacher engages students in a discussion focused on the difference between a theme and a personal opinion.

Students summarize the text (written or orally) without stating their own opinion.

### MPS Resources

Harcourt:
- Theme 1: 66–83
- Theme 2: 184–184J, 204–205

Harcourt Social Studies:
- Volume 1 Unit 2 TE p. 83C (Social Studies Standard S2PO4a, S3PO1, S4PO6, S2PO3a)
- Lesson 1 pp. 92–97, 116–121
- Lesson 2 pp. 98–103
- Volume 2 Unit 6 TE p. 403C (Social Studies Standard S2PO10)
- Lesson 1 pp. 412–417
- Volume 2 Unit 8 TE p. 555C (Social Studies Standard S1PO3) Lesson 1 and 2 pp. 604–617

Supplemental Resources:
- Linking CCSS to Your Curriculum, TE pp. 38–45
- Blueprint for Intervention: Comprehension
### Reading Standards for Literature

#### Key Ideas and Details

**6.RL.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.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies a basic plot of a particular story or drama and recognizes that the characters change during the story</td>
<td>describes how the plot of a particular story or drama unfolds and how the characters change overall</td>
<td>describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution</td>
<td>analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

Teacher defines the elements of plot development (exposition, rising action, climax, falling action, resolution).

Teacher models how to show interaction of particular elements as the plot develops through the use of graphic organizers, visual aids, classroom discussion and/or written responses. Students demonstrate understanding of the elements of plot development.

Teacher leads a discussion on how the characters develop throughout the story.

Students examine the events in a story or play and describe how the characters’ experiences, emotions, and relationships help them grow and change over the course of the events in the plot.

#### MPS Resources

Harcourt:
- Theme 1: 201–39, 841–84J
- Theme 2: 132I, 158, 205A–B, 235B
- Theme 3: 350–371
- Theme 5: 508–519

Supplemental Resources:
- Linking CCSS to Your Curriculum, TE pp. 54-61
- Blueprint for Intervention: Comprehension
Reading Standards for Literature

Craft and Structure

6.RL.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.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies the literal meaning of simple words and phrases as they are used in a text</td>
<td>distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of specific word choice on meaning and tone</td>
<td>determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone</td>
<td>analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

Teacher models the connection of figurative language to real-life experiences using examples of grade appropriate language.

Teacher explains the difference between a literal meaning (cool—somewhat cold, not warm or hot), figurative meaning (cool—something that is very good and you are fascinated by it), and a connotative meaning (cool—something that creates an inexpressible feeling of interest).

Teacher guides students to help determine the author’s tone (i.e., positive, negative, neutral) using evidence (e.g., word choice) from the text.

Students interpret the meanings of words and phrases in a text using a reference source (e.g., dictionary, online resources) and/or surrounding text to understand the underlying meaning and tone.

Students analyze the impact of specific word choices on meaning and tone.

**MPS Resources**

Harcourt:
Theme 1: 83D, 63A, 63B, 129B
Theme 2: 206I, 234–235

Supplemental Resources:
Linking CCSS to Your Curriculum, TE pp. 70-77

See Language Strand
### Reading Standards for Literature

#### Craft and Structure

**6.RL.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.**

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text</td>
<td>describes how a particular sentence, chapter, scene, or stanza contributes to the overall structure and development of a text</td>
<td>analyzes 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</td>
<td>articulates why the author includes a particular sentence, chapter, scene, or stanza, and analyzes how it affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

Teacher models how the following structures impact the meaning of a text:

- Sentence
- Chapter
- Scene
- Stanza

Teacher models how to pull story elements from the text to analyze how they impact the development of the theme, setting, or plot. For example, a character’s flashback may impact his/her current or future actions, leading to further character development.

Students identify and explain how the following structures contribute to the overall structure of the text and the development of theme, setting, or plot:

- Sentence
- Chapter
- Scene
- Stanza

**MPS Resources**

- Harcourt: Theme 3: 350–371
- Supplemental Resources: Linking CCSS to Your Curriculum, TE pp. 86–93

MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website. Performance Level Descriptors provided by the Arizona Department of Education.
### Reading Standards for Literature

#### Craft and Structure

<table>
<thead>
<tr>
<th>6.RL.6</th>
<th>Explain how an author develops the point of view of the narrator or speaker in a text.</th>
</tr>
</thead>
</table>

#### 6.RL.6: Minimally Proficient
- Identifies the point of view of the narrator or speaker in a text

#### 6.RL.6: Partially Proficient
- Describes the point of view of the narrator or speaker in a text

#### 6.RL.6: Proficient
- Explains how an author develops the point of view of the narrator or speaker in a text

#### 6.RL.6: Highly Proficient
- Analyzes how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis

#### MPS Examples for Support and Clarification

Teacher models different types of point of view (e.g., omniscient, limited omniscient/third person, first person).

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>A character within the story recounts/retells his or her own experiences or impressions.</td>
<td>Lets the reader know only what that character knows.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses the pronouns: <em>I, me, my, mine, we, us, our, ours</em></td>
</tr>
<tr>
<td>Third Person</td>
<td>The narrator tells the story from the viewpoint of one character in the story.</td>
<td>Lets the reader know what one character thinks, sees, knows, hears, and feels.</td>
</tr>
<tr>
<td>Limited</td>
<td></td>
<td>Uses the pronouns: <em>he, him, his, she, her, it, they, them, their</em></td>
</tr>
<tr>
<td>Omniscient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Person</td>
<td>The narrator has unlimited knowledge and can describe every character's thoughts and interpret their behaviors.</td>
<td>Lets the reader know unlimited information about the characters.</td>
</tr>
<tr>
<td>Omniscient</td>
<td></td>
<td>Uses the pronouns: <em>he, him, his, she, her, it, they, them, their</em></td>
</tr>
</tbody>
</table>

Teacher models how to use key details in text to explain how the author develops point of view.

Students recognize the point of view of the narrator or speaker.

Students identify key details from the text that support the point of view.

Students explain how the author develops the point of view.

Harcourt:
Theme 2: 1601, 182
Theme 4: 3741, 390, 391

Supplemental Resources:
Linking CCSS to Your Curriculum, TE pp. 102–109

MPS Resources
### Reading Standards for Literature

#### Integration of Knowledge and Ideas

**6.RL.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.**

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>determines the similarities in the experience of reading a story, drama, or poem and listening to or viewing an audio, video, or live version of the text</td>
<td>compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text</td>
<td>compares and contrasts 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 s/he “sees” and “hears” when reading the text to what s/he perceives when listening or watching</td>
<td>compares and contrasts, then analyzes, the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. Analyzes what s/he &quot;sees&quot; and &quot;hears&quot; when reading the text compared to what s/he perceives when listening or watching</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

Teacher provides multiple opportunities for students to read a story, drama, or poem and either listen to an audio version or watch a filmed or live version of the same text.

Using the same text, teacher provides multiple opportunities for students to read:
- A story
- A drama
- A poem

and listen to or watch:
- An audio version
- A film
- A live performance

Teacher facilitates a discussion based on the two versions of the text.

Teacher models the use of graphic organizers and/or note-taking strategies to compare and contrast two mediums.

Students compare and contrast the two pieces to critique what they observe in each medium noticing what pieces of the text stand out when reading it as compared to watching and/or listening to it.

#### MPS Resources

- **Harcourt:**
  - Theme 5: 548A-573

- **Supplemental Resources:**
  - Linking CCSS to Your Curriculum, TE pp 118-125

- **Creative Arts Performances**

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**6.RL.8 (Not applicable to literature)**
### Reading Standards for Literature

#### Integration of Knowledge and Ideas

**6.RL.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.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies various textual elements in different forms or genres with similar themes or topics</td>
<td>determines differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics</td>
<td>compares and contrasts 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</td>
<td>compares, contrasts, and analyzes/evaluates 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</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

- Teacher explains different literary forms (e.g., poems, stories, plays, novels) and genres (e.g., historical fiction, fantasy, fables, science fiction, mysteries, adventure, mythology).

- Teacher models the use of graphic organizers to compare and contrast two pieces of literature from different forms or genres with similar themes and topics by answering questions such as:
  - What information is included by both authors?
  - What information is included by only one author?
  - What are the qualities of the genre?
  - What information is emphasized?
  - What themes do they have in common?

- Students compare and contrast two pieces of literature from different forms or in different genres with similar themes and topics including the qualities of the genre and what the authors choose to include, omit, or emphasize in the different literary forms.

**MPS Resources**

- Harcourt: Theme 1: 83A, 83B
- Supplemental Resources: Linking CCSS to Your Curriculum, TE pp. 142-149

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MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website. Performance Level Descriptors provided by the Arizona Department of Education.
### Reading Standards for Literature

#### Range of Reading and Level of Text Complexity

**6.RL.10**

By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

<table>
<thead>
<tr>
<th><strong>MPS Examples for Support and Clarification</strong></th>
<th><strong>MPS Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher identifies and uses a variety of text within the Lexile range as determined by qualitative and quantitative measures appropriate to grade 6.</td>
<td>Supplemental Resources: Elementary Reading Intranet: Reading Toolkit - Harcourt Lexile Levels</td>
</tr>
<tr>
<td>Teacher uses scaffolding and support at higher levels of the Lexile range to build background knowledge, vocabulary, rate (pacing), accuracy (precision), prosody (expression), and exposure to different text types.</td>
<td></td>
</tr>
<tr>
<td>Teacher models previously taught strategies for comprehension of appropriately leveled poetry and prose.</td>
<td></td>
</tr>
<tr>
<td>Students participate in reading poetry and prose which may include:</td>
<td></td>
</tr>
<tr>
<td>• choral reading</td>
<td></td>
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<tr>
<td>• partner reading</td>
<td></td>
</tr>
<tr>
<td>• independent reading</td>
<td></td>
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<tr>
<td>Students demonstrate comprehension of poetry and prose through application of strategies.</td>
<td></td>
</tr>
</tbody>
</table>
## Reading Standards for Informational Text
### Key Ideas and Details

**6.RI.1**  
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
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<tbody>
<tr>
<td>loosely refers to the text to support analysis of what the text says explicitly</td>
<td>identifies textual evidence that supports analysis of what the text says explicitly</td>
<td>cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</td>
<td>applies strong textual evidence in supporting a complex inference or analysis of the text</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

- **Teacher explains the differences between explicitly stated evidence and inference.**
- **Teacher models how to locate and cite textual evidence.**
- **Teacher models how to take background knowledge and connect it to the text to form an inference.**
- **Students read informational text and identify evidence to support their inference.**
- **Students paraphrase or quote directly from the text to support their analysis or inference in a formal (e.g., paragraph, summary, presentation) or informal (e.g., discussion, journal response) written or oral response to text.**

### MPS Resources

- **Harcourt:**  
  - Theme 2: 236I, 256–287  
  - Theme 6: 692I, 708–709
- **Science Kit:**  
  - Weather and Climate TG  
  - Introduction to Energy TG  
  - The Water Cycle: Evaporation, Condensation, and Erosion TG  
  - Water Resources TG
- **Supplemental Resources:**  
  - Linking CCSS to Your Curriculum, TE pp. 14-21  
  - Blueprint for Intervention: Comprehension
## Arizona’s English Language Arts Standards—Sixth Grade

### Reading Standards for Informational Text

#### Key Ideas and Details

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>identifies a central idea of a text; provides a basic list of events in a text</td>
<td>identifies a central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments</td>
<td>determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments</td>
<td>evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

- Teacher models how to identify the central idea(s) of a text and that a text may have multiple important ideas.
- Teacher demonstrates how the author includes specific details to support the central idea(s).
- Teacher explains the differences between a summary of the text and a personal opinion or judgment.
- Teacher models how to summarize the central idea(s) without stating an opinion by refraining from using words that indicate an opinion (e.g., I think, I believe, I agree, I disagree).
- Students find examples in a text that demonstrate the central idea(s).
- Students explain how details in the text support the central idea(s).
- Students summarize the central idea(s) (written or orally) without stating their own opinion or judgment.

#### MPS Resources

- Harcourt:
  - Theme 3: 260J, 280, 326I, 348, 349, S68–69, S86–87
  - Theme 5: 522–525
- Science Kit:
  - Water Resources TG
- Harcourt Social Studies:
  - Volume 1 Unit 1, TE p. 11C
- Supplemental Resources:
  - Linking CCSS to Your Curriculum, TE pp. 30–37
  - Blueprint for Intervention: Comprehension

MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website. Performance Level Descriptors provided by the Arizona Department of Education.
### Reading Standards for Informational Text

#### Key Ideas and Details

**6.RI.3**
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies how a key individual, event, or idea is introduced and illustrated in a text</td>
<td>explains how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)</td>
<td>analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)</td>
<td>analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) and analyzes relationships among key individuals, events, or ideas</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

Teacher models how an individual, event, or idea is introduced, illustrated, and developed within a text.

Students cite evidence from the text to show how the author introduces, develops, and illustrates a key individual, event, or an idea.

Teacher identifies an event in a text (e.g., The Holocaust) and models how it develops through the text including its introduction and additional details.

#### MPS Resources

- Harcourt: Theme 6: 600I, 624–625
- Supplemental Resources: Linking CCSS to Your Curriculum, TE pp. 46–53
### Reading Standards for Informational Text

#### Craft and Structure

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies the literal meaning of simple words and phrases as they are used in a text</td>
<td>distinguishes between some literal, figurative, and connotative meanings of words and phrases as they are used in a text</td>
<td>determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</td>
<td>analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the impact of specific word choice</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

Teacher explains the difference between a figurative (e.g., simile or metaphor) meaning (describing something by comparing it with something else), a connotative meaning (e.g., plan vs. scheme) (a meaning to a word or phrase that is different from its literal meaning, often one that is more emotional), and a technical meaning (words that are specific to a particular area of study).

Teacher models how to determine the meaning of words and phrases using reference sources and the context of the text.

Students use reference sources (e.g., dictionary, online resources) and context to interpret the meanings of the words and phrases within a text.

#### MPS Resources

Supplemental Resources:
Linking CCSS to Your Curriculum, TE pp. 62–69

See Language Strand
## Reading Standards for Informational Text

### Craft and Structure

6.RI.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.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>locates a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text</td>
<td>explains how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas</td>
<td>analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas</td>
<td>articulates why the author uses a particular sentence, paragraph, chapter, or section, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

Teacher explains how each successive part of a sentence, paragraph, chapter, or section builds on the last and contributes to the development of ideas.

Teacher demonstrates how text features contribute to the development of ideas.

Students identify and explain how a sentence, paragraph, chapter, or section builds on the last and contributes to the development of ideas.

Students explain how the organization and structure of a text guides understanding.

### MPS Resources

Harcourt:
Theme 6: 625D

Supplemental Resources:
Linking CCSS to Your Curriculum, TE pp. 78–85
## Reading Standards for Informational Text

### Craft and Structure

**6.RI.6**
Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

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<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies an author’s explicit point of view or purpose in a text</td>
<td>identifies an author’s point of view or purpose in a text and identifies an example of where it is conveyed in the text</td>
<td>determines an author’s point of view or purpose in a text and explains how it is conveyed in the text</td>
<td>analyzes an author’s point of view and purpose in a text; provides textual evidence to show how the author’s point of view and purpose are conveyed in the text</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

Teacher explains an author’s purpose for writing (e.g., recount events, tell what something looks, sounds, or feels like, to inform and convince a reader to believe an idea or take a course of action) or how an author’s point of view may include bias (what the author’s opinion appears to be).

Students identify the author’s purpose for writing or author’s point of view.

Teacher models how to identify textual evidence to support the author’s purpose or point of view and explain how it is supported in the text.

Students recognize and explain author’s purpose or point of view using key details from the text and how it is supported in the text.

**MPS Resources**

Harcourt:
Theme 5: 522–525, 578–593

Supplemental Resources:
Linking CCSS to Your Curriculum, TE pp. 94-101
## Reading Standards for Informational Text

### Integration of Knowledge and Ideas

6.RI.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.

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<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies key information presented in different media or formats (e.g., visually, quantitatively) as well as in words</td>
<td>integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue</td>
<td>integrates 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</td>
<td>evaluates and synthesizes information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

- Teacher explains how different media can provide information on the same topic.
- Teacher demonstrates how to gather information from multiple sources and formats about a topic.
- Students gather information from multiple sources and formats about a topic.
- Teacher models how to gain insight from media sources.
- Students synthesize information presented in different formats (e.g., pictures, graphs, video, tables, maps, articles, essays, books, speeches) to develop a logical understanding of a topic or issue.
- Students organize the information through focused notes and/or a graphic organizer.

### MPS Resources

- Harcourt:
  - Theme 3: 282–303, 304I–325, S74–75, S80–81
  - Theme 6: 684–688
- Social Studies:
  - Vol. 1 TM, pp. 2–10
- Supplemental Resources:
  - Linking CCSS to Your Curriculum pp. 110–117
## Reading Standards for Informational Text
### Integration of Knowledge and Ideas

**6.RI.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.

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<th>Highly Proficient</th>
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</thead>
<tbody>
<tr>
<td>identifies specific claims, reasoning, and evidence in a text</td>
<td>determines the argument and specific claims, reasoning, and evidence in a text</td>
<td>traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not</td>
<td>traces and evaluates the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification
Teacher uses think-alouds to:
- explain the connection between particular sentences and paragraphs in a text, with the use of signal words, to help determine whether the association is a comparison, cause/effect, or sequence.
- describe how the logical connection between particular sentences and paragraphs in a text help the reader understand the author's purpose.

Teacher and students complete and utilize graphic organizers (e.g., sequential flow chart, Venn diagram, Focused Note-taking) to describe the connections in text.

### MPS Resources
Supplemental Resources:
Linking CCSS to Your Curriculum, TE pp. 126–133
## Reading Standards for Informational Text

### Integration of Knowledge and Ideas

**6.RI.9**

**Compare and contrast one author’s presentation of events with that of another author.**

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<thead>
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<th>Highly Proficient</th>
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</thead>
<tbody>
<tr>
<td>identifies explicit similarities or differences between two authors’ presentation of events</td>
<td>compares and contrasts the ways in which two authors present events differently</td>
<td>compares and contrasts one author’s presentation of events with that of another (e.g., a memoir by one person and a biography of that person)</td>
<td>compares and contrasts one author’s presentation of events with that of another (e.g., a memoir by one person and a biography of that person); evaluates the effect and impact of the different presentations</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

Teacher models the use of graphic organizers to compare and contrast the presentation of events on the same topic from different two authors (e.g., autobiography and biography) by answering questions such as:

- What information is included by both authors?
- What information is included by only one author?
- What information is emphasized?

Students identify the similarities and differences in the events presented by each author.
## Reading Standards for Informational Text

### Range of Reading and Level of Text Complexity

**6.RI.10**

By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

<table>
<thead>
<tr>
<th><strong>MPS Examples for Support and Clarification</strong></th>
<th><strong>MPS Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher identifies and uses a variety of information and functional text (e.g., menus, directions, recipes, forms, and biographies/autobiographies).</td>
<td>Science Kit: Weather and Climate TG</td>
</tr>
<tr>
<td>Teacher uses scaffolding and support of texts at higher levels of the Lexile range with the use of graphs, charts, maps, or digital sources to gather information on a range of topics.</td>
<td>Supplemental Resources: ELA–Elementary Reading Intranet: Reading Toolkit—Harcourt Lexile Levels</td>
</tr>
<tr>
<td>Teacher models the use of graphs, charts, maps, or digital sources to gather information on a range of topics while building background knowledge, vocabulary, and concepts.</td>
<td></td>
</tr>
<tr>
<td>Students participate in reading informational and functional texts which may include:</td>
<td></td>
</tr>
<tr>
<td>• guided reading</td>
<td></td>
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<tr>
<td>• partner reading</td>
<td></td>
</tr>
<tr>
<td>• independent reading</td>
<td></td>
</tr>
<tr>
<td>Students demonstrate comprehension of informational and functional text through the use of graphs, charts, maps, or digital sources.</td>
<td></td>
</tr>
</tbody>
</table>
English Language Arts Standards Implementation
Writing: Text types, Responding to Reading, and Research

The Arizona Writing standards acknowledge the fact that while some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout all strands.
### Writing Standards

#### Text Types and Purposes

**6.W.1**
Write arguments to support claims with clear reasons and relevant evidence (a, b, c, d, e).

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>writes arguments to support claims</td>
<td>writes arguments to support claims with clear reasons and evidence</td>
<td>writes arguments to support claims with clear reasons and relevant evidence</td>
<td>writes arguments to support claims with clear reasons and relevant evidence</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

Teacher provides a model for argument writing and support for instruction with standards W.1a - W.1e, which are not taught in a sequential manner and may be introduced in any order.

Teacher uses mentor text as students listen for:
- the author's claim
- clear reasons
- relevant evidence
- formal style

Teacher provides an organizational structure for a basic argument that includes:
- a claim or claims (counterclaim is not an expectation until Grade 7)
- clear reasons
- relevant evidence
- linking words, phrases, and clauses that clarify the relationships among claim(s) and reasons
- a concluding statement or section

Teacher uses a variety of mentor text (e.g., editorials, student writing, teacher writing) to show how authors enhance and expand meaning by:
- creating text with distinct personal style and originality
- choosing strong reasons
- supporting the reasons with relevant evidence
- including an organizational structure
- adding a concluding statement or section

Teacher models and guides students through the process of writing an argument while integrating the ELA Instructional Shift of Writing from Sources. Students write a variety of arguments, including multi-paragraph essays, that include:
- a claim or claims
- clear reasons
- relevant evidence
- linking words, phrases, and clauses that clarify the relationships among claim(s) and reasons
- a concluding statement or section

**MPS Resources**

Arizona English Language Arts Glossary entry for Argument Writing
### Writing Standards

#### Text Types and Purposes

#### 6.W.1

**Write arguments to support claims with clear reasons and relevant evidence (a, b, c, d, e).**

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
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<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduces claim(s)</td>
<td>introduces claim(s) and organizes the reasons and evidence with purpose</td>
<td>introduces claim(s) and organizes the reasons and evidence clearly</td>
<td>introduces solid claim(s) and organizes the reasons and evidence clearly and logically</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

a. Introduce claim(s) and organize the reasons and evidence clearly.

Note: The Arizona ELA Standards’ Glossary defines a claim as an assertion in the face of possible contradiction. A debatable claim or thesis is an essential element of argument and generates responses somewhere on the following continuum:

- Strongly Disagree
- Strongly Agree

Teacher guides students to brainstorm topics for an argument based on sources for writing.

Teacher leads a discussion with students on different techniques for crafting an introduction that clearly states their claim (e.g., asking a question, using quotes from an expert source, saying something interesting about the topic).

Students craft claims that state their position on the argument (note: an argument must be a debatable topic) and integrate them into an introduction.

Teacher instructs students in an organizational structure of an argument, including multi-paragraph essays, that will organize their reasons and evidence clearly.
## Writing Standards

### Text Types and Purposes

<table>
<thead>
<tr>
<th>6.W.1</th>
<th>Write arguments to support claims with clear reasons and relevant evidence (a, b, c, d, e).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>supports claim(s) with reasons, using sources or non-textual evidence and demonstrating a basic understanding of the topic or text</td>
<td>supports claim(s) with reasons and evidence, using appropriate sources and demonstrating a general understanding of the topic or text</td>
<td>supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</td>
<td>supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a thorough understanding of the topic or text</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

- **b.** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

  Teacher models how to identify credible sources and pull reasons and evidence from the sources. Teacher models how to use the reasons and evidence to support the claim.

  Students use credible sources (either teacher-given or from students’ own research in connection with Standards 7-9) to find reasons and relevant evidence to support their claim.
### Writing Standards

#### Text Types and Purposes

<table>
<thead>
<tr>
<th>6.W.1</th>
<th>Write arguments to support claims with clear reasons and relevant evidence (a, b, c, d, e).</th>
</tr>
</thead>
</table>

#### Minimally Proficient
- Uses words, phrases, and clauses to state the claim(s) and reasons.

#### Partially Proficient
- Uses words, phrases, and clauses to state the relationships among claim(s) and reasons.

#### Proficient
- Uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

#### Highly Proficient
- Uses words, phrases, and clauses to clarify and elaborate on the relationships among claim(s) and reasons.

### MPS Examples for Support and Clarification

**c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.**

- Teacher reviews linking words, phrases, and clauses used for the purpose of connecting claims and reasons (note—this takes linking words and phrases beyond simply connecting paragraphs with words like first, next, etc. and expects students to use linking words that specifically connect their claim and their reasons).

- Teacher models, through demonstration and think-alouds, use of strong linking words, phrases, and clauses in mentor text.

- Students write supporting sentences using linking words, phrases, and clauses to connect their claims and reasons.
### Writing Standards

#### Text Types and Purposes

6.W.1
Write arguments to support claims with clear reasons and relevant evidence (a, b, c, d, e).

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>uses an informal style</td>
<td>establishes a formal style but does not consistently maintain it</td>
<td>establishes and maintains a formal style</td>
<td>establishes and maintains a formal style</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

d. Establish and maintain a formal style

- Formal language is less personal than informal language. It is used when writing for professional or academic purposes. It is characterized by an impersonal, objective, and precise use of language rather than language used in casual written or spoken forms of communication. Formal style should match the purpose and audience of a particular piece.

- Teacher provides examples of appropriate grade-level formal writing from mentor text. Students use formal style in their own writing.
## Writing Standards

### Text Types and Purposes

**6.W.1**  
Write arguments to support claims with clear reasons and relevant evidence (a, b, c, d, e).

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
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<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>provides a concluding statement or section that illogically follows from the argument presented</td>
<td>provides a concluding statement or section that partially follows from the argument presented</td>
<td>provides a concluding statement or section that follows from the argument presented</td>
<td>provides a well-developed concluding section that clearly and logically follows from the argument presented</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

<table>
<thead>
<tr>
<th>e. Provide a concluding statement or section that follows from the argument presented.</th>
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</thead>
<tbody>
<tr>
<td>Teacher models how to summarize the important points without simply restating the last reason.</td>
</tr>
<tr>
<td>Teacher models various concluding statements/sections and explains that they can:</td>
</tr>
<tr>
<td>• sum up important points</td>
</tr>
<tr>
<td>• repeat the writer’s claim in a new way</td>
</tr>
<tr>
<td>• make a final comment</td>
</tr>
<tr>
<td>Students write a concluding statement/section that will leave a lasting impression for the reader.</td>
</tr>
</tbody>
</table>
## Writing Standards

### Text Types and Purposes

**6.W.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, b, c, d, e, f).

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>writes informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection, organization of content</td>
<td>writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content</td>
<td>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</td>
<td>writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

**Teacher provides a model for informative/explanatory writing and support for instruction with standards W.2a–W.2f, which are not taught in a sequential manner and may be introduced in any order.**

**Teacher models identifying the components of informative/explanatory text as students listen for:**

- topic (What is the author talking about?)
- main idea (What does the author want to say about the topic?)
- facts, definitions, etc. (What do they tell about the main idea?)
- precise language and formal tone (What domain-specific vocabulary is used?)

**Teacher provides an organizational structure for an informative/explanatory piece that includes:**

- an introduction
- supporting sentences with linking words and phrases
- a concluding statement/section

**Teacher uses a variety of mentor text to show how authors enhance and expand meaning by:**

- introducing the topic
- grouping related information together
- providing readers with facts/details on a topic
- developing points to support each fact/detail
- including formatting (heading, graphics, etc.) to aid comprehension
- adding a concluding statement/section

**Teacher models and guides students through the process of writing an informative/explanatory paragraph about a given topic while integrating the ELA Instructional Shift of Writing from Sources.**

**Students write a variety of informative/explanatory pieces which include:**

- an introduction
- supporting sentences in a logical order
- linking words and phrases
- a concluding statement/section

**Examples of informative/explanatory writing include reports, facts, definitions, labels, lists, observations, journals, procedures, posters, pamphlets, news articles, and media.**

### MPS Resources

- **Harcourt:**
  - Theme 6: 625E, 625F
- **Houghton Mifflin:**
  - TE: 433–439, 440–460, 472–502
- **Science Kit:**
  - The Water Cycle: Evaporation, Condensation, and Erosion TG
  - Water Resources TG
## Writing Standards

### Text Types and Purposes

<table>
<thead>
<tr>
<th>Writing Standards</th>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.W.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, b, c, d, e, f).</td>
<td>partially introduces a topic; organizes ideas, concepts, and information, but inconsistently applies strategies such as definition, classification, comparison/contrast, and cause/effect</td>
<td>introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aiding comprehension</td>
<td>introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension</td>
<td>clearly introduces a topic; logically organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Introduce a topic; 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.</td>
<td>Teacher guides students to brainstorm topics for an informative/explanatory piece based on provided or researched sources for writing.</td>
<td>Teacher leads a discussion with students on different techniques for crafting an introduction for an informative/explanatory piece in order to catch the reader’s interest.</td>
<td>Students write an introduction that names the topic/main idea.</td>
</tr>
<tr>
<td>Teacher guides students to use graphic organizers to group information together.</td>
<td>Teacher instructs students in the possible organizational structures of an informative/explanatory piece (such as definition, classification, comparison/contrast, and cause/effect).</td>
<td>Students write informative/explanatory pieces, including multi-paragraph essays, with an structure that organizes ideas, concepts, and information.</td>
<td>Teacher uses mentor text to demonstrate how formatting helps convey meaning in informative/explanatory text. Students explore different formats to enhance the writing (e.g., illustrations, labeled drawings, digital text, video clip).</td>
</tr>
</tbody>
</table>
### Writing Standards

#### Text Types and Purposes

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>develops the topic with facts</td>
<td>develops the topic with facts, definitions, details, quotations, or other information and examples</td>
<td>develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</td>
<td>develops the topic with significant facts, definitions, concrete details, insightful quotations, or other information and examples</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

- **b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

  Teacher models how to support the topic with facts, definitions, concrete details, and quotations relevant to the text arranged in an order that makes sense.

  Students use their developed graphic organizers to write an informative/explanatory piece using facts, definitions, concrete details, and quotations to support their topic.
### Writing Standards

#### Text Types and Purposes

6.W.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, b, c, d, e, f).**

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>uses basic transitions to connect ideas and concepts</td>
<td>uses appropriate transitions to connect ideas and concepts</td>
<td>uses appropriate transitions to clarify the relationships among ideas and concepts</td>
<td>uses appropriate transitions to clarify and elaborate on the relationships among ideas and concepts</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

- **c. Use appropriate transitions to clarify the relationships among ideas and concepts.**

  In prior grades, the standards focused on *linking* words, phrases, and clauses used for the purpose of connecting ideas within and across categories of information, taking linking words and phrases beyond simply connecting paragraphs with words like first, next, etc. and expects students to use linking words that specifically connect ideas within paragraphs. While continuing to link ideas within a paragraph, the standard shifts in sixth grade to *transitions* that connect and clarify ideas and concepts throughout the piece.

  Students use transitions to connect and clarify relationships among ideas and concepts.
## Writing Standards

### Text Types and Purposes

**6.W.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, b, c, d, e, f).

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>uses some domain-specific vocabulary to inform about or explain the topic</td>
<td>uses some precise language and domain-specific vocabulary to inform about or explain the topic</td>
<td>uses precise language and domain-specific vocabulary to inform about or explain the topic</td>
<td>uses precise language and domain-specific vocabulary to enhance the explanation of the topic</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

**d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Teacher models using vocabulary that aligns with the context of the topic. (e.g., When talking about a science project, words such as hypothesis, technique, or variable may be used.)

Students use precise language that matches the topic and demonstrates knowledge of the subject matter.
Writing Standards

Text Types and Purposes

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>uses an informal style</td>
<td>establishes a formal style but does not consistently maintain it</td>
<td>establishes and maintains a formal style</td>
<td>establishes and maintains a formal style</td>
</tr>
</tbody>
</table>

**6.W.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, b, c, d, e, f).

**MPS Examples for Support and Clarification**

e. Establish and maintain a formal style.

Formal language is less personal than informal language. It is used when writing for professional or academic purposes. It is characterized by an impersonal, objective, and precise use of language rather than language used in casual written or spoken forms of communication. Formal style should match the purpose and audience of a particular piece.

Teacher provides examples of appropriate grade-level formal writing from mentor text.

Students use formal style in their own writing.
## Writing Standards

### Text Types and Purposes

### 6.W.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, b, c, d, e, f).

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>provides a concluding statement or section that illogically follows from the information or explanation presented</td>
<td>provides a basic concluding statement or section that partially follows from the information or explanation presented</td>
<td>provides a concluding statement or section that follows from the information or explanation presented</td>
<td>provides a well-developed concluding statement or section that clearly and logically follows from the information or explanation presented</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

f. Provide a concluding statement or section that follows from the information or explanation presented.

- Teacher models how to conclude informative/explanatory text by restating the main idea in different words or by making a final comment.
- Teacher emphasizes how the concluding statement/section impacts the reader.
- Students write a concluding statement that finishes the piece or makes a final comment. The main idea may be restated or a final comment may be given. The conclusion impacts the reader by:
  - leaving the reader wanting to know more.
  - leaving the reader with a clear understanding of the topic.
  - closing the information.
Writing Standards

Text Types and Purposes

6.W.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (a, b, c, d, e).

This standard continues onto the next page.

MPS Examples for Support and Clarification

Teacher provides a model for narrative writing and support for instruction with standards W.3a–W.3e, which are not taught in a sequential manner and may be introduced in any order.

Teacher models how a narrative develops real (personal narratives) or imagined (creative stories) experiences or events as students listen for how the author:
- establishes the situation
- introduces a narrator and/or characters
- organizes an event sequence that unfolds naturally
- uses dialogue and descriptions of actions, thoughts, and feelings,
- uses transition words and phrases to convey sequence and signal shifts from one time or setting to another
- provides a conclusion

Teacher uses a variety of mentor text to show how authors enhance and expand meaning by:
- sharing a real or imagined experience including sensory details
- introducing and developing characters
- identifying words used to show the passing of time
- providing an appropriate ending

Teacher models and guides students through the process of writing narratives while integrating the ELA Instructional Shift of Writing from Sources.

Students write narratives (both personal narrative and creative stories) that:
- establish the situation
- introduce a narrator and/or characters
- organize an event sequence that unfolds naturally
- use dialogue and descriptions of actions, thoughts, and feelings,
- use transition words and phrases to convey sequence and signal shifts from one time or setting to another
- provide a conclusion

MPS Resources

Harcourt:
Theme 2: 235C, 257C & D

Houghton Mifflin:
# Writing Standards

## Text Types and Purposes

### 6.W.3

**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (a, b, c, d, e).**

*This standard continues onto the next page.*

<table>
<thead>
<tr>
<th><strong>MPS Examples for Support and Clarification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> 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.</td>
</tr>
<tr>
<td>Teacher models how to establish a context in a narrative by introducing the setting, problem, and characters of the story in an easily identifiable format (e.g., play, story, movie).</td>
</tr>
<tr>
<td>Teacher guides students in identifying the narrator and how characters are developed in mentor texts.</td>
</tr>
<tr>
<td>Teacher models how to organize important details into a natural and logical sequence of events to demonstrate how the context is established.</td>
</tr>
<tr>
<td>Students establish a context in a narrative by introducing the narrator, setting, problem, and characters in a natural sequence of events.</td>
</tr>
<tr>
<td>Teacher uses mentor text to demonstrate how illustrations help convey meaning in informative/explanatory text.</td>
</tr>
<tr>
<td>Students include illustrations as needed to enhance comprehension.</td>
</tr>
</tbody>
</table>

| **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| Teacher reviews use of quotation marks to show how the exact words a character says are punctuated. |
| Teacher models how description of characters’ actions, thoughts, and feelings help develop the experiences and events of the narrative. |
| Note: Grade 5 is the first time the term “narrative techniques” is used in the standards. In Grade 6, this refers to dialogue, pacing, and description. Other narrative techniques are added in subsequent grades. |
| Students write narrative pieces with the narrative techniques of dialogue, pacing, and descriptions of actions, thoughts, and feelings to help develop the experiences and events or show the response of characters to situations. |
### Writing Standards

**Text Types and Purposes**

#### 6.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (a, b, c, d, e).

<table>
<thead>
<tr>
<th>MPS Examples for Support and Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
</tr>
<tr>
<td>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
</tr>
</tbody>
</table>
| e. Provide a conclusion that follows from the narrated experiences or events. | Teacher models using a conclusion to finish a narrative that:  
  - provides a sense of closure  
  - signals the end of the story  
  - can leave readers feeling satisfied about the ending  
  - can describe what the character felt or learned  
Students write a conclusion to finish their narrative. Students end the story and give the narrative a sense of completeness. |
### Writing Standards

#### Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.W.4</td>
<td>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.)</td>
</tr>
<tr>
<td>6.W.5</td>
<td>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.)</td>
</tr>
<tr>
<td>6.W.6</td>
<td>Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimally Proficient</td>
<td>produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills</td>
</tr>
<tr>
<td>Partially Proficient</td>
<td>produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type up to three pages in a single sitting</td>
</tr>
<tr>
<td>Proficient</td>
<td>produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type a minimum of three pages in a single sitting</td>
</tr>
<tr>
<td>Highly Proficient</td>
<td>produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type three or more pages in a single sitting</td>
</tr>
</tbody>
</table>

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MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website. Performance Level Descriptors provided by the Arizona Department of Education.
### Arizona’s English Language Arts Standards—Sixth Grade

**Writing Standards**

**Production and Distribution of Writing**

6.W.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.)

<table>
<thead>
<tr>
<th><strong>MPS Examples for Support and Clarification</strong></th>
<th><strong>MPS Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in a variety of writing tasks, using the Six Traits of Writing to help produce clear and coherent writing.</td>
<td>Houghton Mifflin: See Parts 1, 2, and 3</td>
</tr>
<tr>
<td><strong>Six Traits of Writing</strong></td>
<td>Science Kit: Water Resources TG</td>
</tr>
<tr>
<td><strong>Ideas</strong></td>
<td></td>
</tr>
<tr>
<td>clear and focused topic</td>
<td>Ideas:</td>
</tr>
<tr>
<td>obvious main idea/content</td>
<td>Houghton Mifflin:</td>
</tr>
<tr>
<td>information makes connection(s) and shows significant insight(s)</td>
<td>TE: 450-451, 486-487, 536-537, 562-563, 580</td>
</tr>
<tr>
<td>utilizes relevant and precise details, beyond the obvious</td>
<td>Organization:</td>
</tr>
<tr>
<td></td>
<td>Houghton Mifflin:</td>
</tr>
<tr>
<td></td>
<td>TE: 16-17, 410, 454-455, 465-466, 538-539</td>
</tr>
<tr>
<td></td>
<td>Voice:</td>
</tr>
<tr>
<td></td>
<td>Houghton Mifflin:</td>
</tr>
<tr>
<td></td>
<td>TE: 412, 540, 568</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Word Choice</td>
</tr>
<tr>
<td>organizational structure works well for topic, purpose and audience</td>
<td>Harcourt:</td>
</tr>
<tr>
<td>inviting lead draws the reader in (hook)</td>
<td>Theme 2: 183K, 205K</td>
</tr>
<tr>
<td>conclusion leaves the reader with a sense of closure</td>
<td>Theme 6: 625E</td>
</tr>
<tr>
<td>sequence is logical and effective</td>
<td>Houghton Mifflin:</td>
</tr>
<tr>
<td>transitions smoothly connect ideas</td>
<td>TE: 378, 415, 458, 544, 571</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Sentence Fluency</td>
</tr>
<tr>
<td>evokes a personal tone or feeling</td>
<td>Houghton Mifflin:</td>
</tr>
<tr>
<td>appropriate for the purpose and audience</td>
<td>TE: 458, 544, 571</td>
</tr>
<tr>
<td>writing is engaging, lively, informative, or interesting</td>
<td></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td></td>
</tr>
<tr>
<td>chooses words that make the writing clear and interesting</td>
<td></td>
</tr>
<tr>
<td>uses strong verbs, sensory words, and precise nouns in places that help create a picture in the reader's mind</td>
<td></td>
</tr>
<tr>
<td>uses a wide variety of words or phrases that seem natural</td>
<td></td>
</tr>
<tr>
<td>omits unnecessary words or phrases</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Fluency</strong></td>
<td></td>
</tr>
<tr>
<td>writing sounds natural and is easy to read aloud with expression</td>
<td></td>
</tr>
<tr>
<td>writing flows smoothly because it includes variety in sentence beginnings, lengths, and patterns</td>
<td></td>
</tr>
<tr>
<td>sentence fragments, if used, enhance the writing</td>
<td></td>
</tr>
<tr>
<td>dialogue, if used, sounds natural</td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td></td>
</tr>
<tr>
<td>refers to capitalization, spelling, grammar, and punctuation</td>
<td></td>
</tr>
<tr>
<td>teacher should refer to 6.L.1 and 6.L.2 for grade specific expectations</td>
<td></td>
</tr>
</tbody>
</table>

MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website. Performance Level Descriptors provided by the Arizona Department of Education.
Writing Standards

Production and Distribution of Writing

6.W.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.)

**MPS Examples for Support and Clarification**

<table>
<thead>
<tr>
<th>MPS Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prewriting:</td>
</tr>
<tr>
<td>Harcourt:</td>
</tr>
<tr>
<td>Theme 2: 183E</td>
</tr>
<tr>
<td>Theme 6: 691C–D</td>
</tr>
<tr>
<td>Houghton Mifflin:</td>
</tr>
<tr>
<td>TE: 8–17, 450–453</td>
</tr>
<tr>
<td>Supplemental Resources:</td>
</tr>
<tr>
<td>MPS AZ ELA Standards Implementation</td>
</tr>
<tr>
<td>Document Appendix A, Progressive Skills Chart</td>
</tr>
</tbody>
</table>

|Drafting: |
|Houghton Mifflin: |
|TE: 18–19, 454–455 |
|Revising: |
|Houghton Mifflin: |
|TE: 21–23, 457–458 |
|Editing: |
|Houghton Mifflin: |
|TE: 24–25, 459 |

|Publishing: |
|Houghton Mifflin: |
|TE: 26–27, 460 |
|Supplemental Resources: |
|Ed Tech Class—Writing with Technology |

The five step Writing Process is an effective strategy for helping students strengthen their writing:

**Prewriting**
- Generate grade appropriate ideas through techniques such as brainstorming, clustering, discussing, drawing, free writing, interviewing, listing, and taking notes.
- Select a topic.
- Explore the topic.
- Organize or plan the writing (e.g., graphic organizer).
- Identify audience or purpose.
- Consider publishing style.

**Drafting**
- Keep your audience and purpose in mind.
- Use an organizational structure.
- Write without focusing on mistakes or corrections.

**Revising**
- Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.
- Add details to the draft to more effectively accomplish the purpose.
- Modify word choice appropriate to the application in order to enhance the writing.
- Rearrange words, sentences, and paragraphs to clarify the meaning of a draft.
- Reorganize the information into several paragraphs (if needed).
- Use a combination of sentence structures to improve the draft.
- Use reference materials to provide precise language.
- Utilize peer and teacher conferences to help the writer make additional revisions to their draft and develop solutions.

**Editing**
- Review the draft for errors in conventions.
- Apply appropriate tools and strategies (e.g., peer review, checklists, rubrics) to edit the draft.
- Use teacher provided tools such as rubrics, checklists, and word/grammar walls.

**Publishing**
- Ensure proper formatting.
- Share a finished piece of writing through author’s chair, bulletin boards, class books, individual publications, PowerPoint presentations, blogs, voice threads, or podcasts.
### Writing Standards

#### Production and Distribution of Writing

**6.W.6**

Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single setting.

<table>
<thead>
<tr>
<th>MPS Examples for Support and Clarification</th>
<th>MPS Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides models of published writing as examples (e.g., PowerPoint presentations, student blogs, web pages, Publisher documents, videos, podcasts, Google Docs and Slides).</td>
<td>Digital Citizenship Course (see Educational Technology website)</td>
</tr>
<tr>
<td>Teacher provides explicit and consistent instruction in technology usage, digital citizenship, and publishing including keyboarding fluency practice.</td>
<td>MPS Educational Technology Website (including the resources page and the writing with technology page)</td>
</tr>
<tr>
<td>Students use technology to research, publish, and support their writing on a regular basis.</td>
<td>MPS Library Services: Lib Guides and Databases</td>
</tr>
<tr>
<td>Students follow digital citizenship guidelines.</td>
<td></td>
</tr>
<tr>
<td>Students communicate and collaborate for the purpose of producing and publishing original works.</td>
<td></td>
</tr>
</tbody>
</table>
### Writing Standards

#### Research to Build and Present Knowledge

**6.W.7**

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

<table>
<thead>
<tr>
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<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>conducts short research projects to answer a question, drawing on one or two sources; uses information from one or two sources; paraphrases the conclusions of others while avoiding plagiarism</td>
<td>conducts short research projects to answer a question, drawing on several sources; uses information from multiple sources; assesses the credibility of some sources; paraphrases the data and conclusions of others while avoiding plagiarism</td>
<td>conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism</td>
<td>conducts research projects to answer an important question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant, high-quality information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

Teacher models the research process by investigating different aspects of a topic (refocusing the inquiry when appropriate) using several credible sources (e.g., books, websites, investigations, experiments, focused notes) to answer a specific question.

Teacher models and provides guided practice on finding information, recording, and creating grade appropriate research-based writing, which includes:

- selecting appropriate sources to obtain information to support an idea, topic or task in a piece of writing
- recording information from research
- analyzing gathered information for relevance and support of the topic
- investigating different aspects of a topic to answer a specific question
- refocusing the inquiry when appropriate
- determining what information should be included in the writing project
- organizing information in a logical manner
- relating the information learned during research to enhance an idea or opinion about a topic

Students create short research-based products (e.g., timeline, flowchart, web, model, newspaper article, press release, poster, brochure) using several sources to investigate different aspects of a topic to answer a specific question.

**MPS Resources**

Harcourt:

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MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website. Performance Level Descriptors provided by the Arizona Department of Education.
### Writing Standards

#### Research to Build and Present Knowledge

**6.W.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.

<table>
<thead>
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<th>Highly Proficient</th>
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<tbody>
<tr>
<td>conducts short research projects to answer a question, drawing on one or two sources; uses information from one or two sources; paraphrases the conclusions of others while avoiding plagiarism</td>
<td>conducts short research projects to answer a question, drawing on several sources; uses information from multiple sources; assesses the credibility of some sources; paraphrases the data and conclusions of others while avoiding plagiarism</td>
<td>conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism</td>
<td>conducts research projects to answer an important question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant, high-quality information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

Teacher models gathering pertinent information from print and digital sources (e.g., books, periodicals, credible online resources, focused notes), summarizing or paraphrasing information in notes and finished work, and providing basic bibliographic information.

Teacher models assessing the credibility of sources (this is a new skill for Grade 6).

Teacher models how to avoid plagiarism (this is a new skill for Grade 6).

Teacher guides students through the process of collecting information and translating it into a coherent way, including:
- taking summarized/paraphrased notes from sources
- working summarized/paraphrased information into their writing
- avoiding plagiarism
- providing basic bibliographic information

Students gather and organize information from various sources (e.g., books, interviews, internet) to take notes and appropriately summarize and/or paraphrase the information, avoiding plagiarism, into their arguments, informative/explanatory pieces, and narratives.

#### MPS Resources

Digital Citizenship Course (see Educational Technology website)

MPS Educational Technology Website (including the resources page and the evaluating a website resources)
### Writing Standards

#### Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>6.W.9</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research (a, b).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>MPS Examples for Support and Clarification</strong></th>
<th><strong>MPS Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Apply grade 6 Reading standards to literature.</td>
<td>Students show mastery of the Grade 6 Reading Standards for Literature in writing. For example, 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.</td>
</tr>
<tr>
<td><strong>b.</strong> Apply grade 6 Reading standards to informational text and nonfiction.</td>
<td>Students show mastery of the Grade 6 Reading Standards for Informational Text in writing. For example, 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.</td>
</tr>
</tbody>
</table>

MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website.
Performance Level Descriptors provided by the Arizona Department of Education.
### Writing Standards

#### Range of Writing

6.W.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.

<table>
<thead>
<tr>
<th>MPS Examples for Support and Clarification</th>
<th>MPS Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides time for daily writing to include:</td>
<td>Harcourt:</td>
</tr>
<tr>
<td>• various tasks (e.g., argument, informative/explanatory, narrative)</td>
<td>Theme 4: 391E, 391F</td>
</tr>
<tr>
<td>• various purposes (e.g., to persuade, inform, entertain)</td>
<td></td>
</tr>
<tr>
<td>• various audiences</td>
<td></td>
</tr>
<tr>
<td>• various academic areas</td>
<td></td>
</tr>
<tr>
<td>• a variety of time frames</td>
<td></td>
</tr>
</tbody>
</table>

Students compose multiple pieces of writing in a variety of time frames, in multiple content areas, and for different tasks, purposes, and audiences.
Speaking and Listening: Flexible Communication and Collaboration

The Arizona Speaking and Listening standards require students to develop a range of broad oral communication and interpersonal skills. They include, but are not limited to, the skills necessary for formal presentations. Students must learn to work together; express and listen carefully to ideas; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.
### Speaking and Listening Standards

<table>
<thead>
<tr>
<th>Comprehension and Collaboration</th>
</tr>
</thead>
</table>

**6.SL.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.

<table>
<thead>
<tr>
<th>MPS Examples for Support and Clarification</th>
<th>MPS Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher explains and provides clear examples of active listening and conversing/discussing in a range of collaborative settings.</td>
<td>Houghton Mifflin: TE: 1–8, 391–392</td>
</tr>
<tr>
<td>Students participate in discussions using complete sentences with appropriate pronunciation, rate, and intonation.</td>
<td>Supplemental Resources: Professional Development Class—Increasing Rigor and Expectations for Common Core through Questioning</td>
</tr>
</tbody>
</table>
| Students respond to conversations by paraphrasing/repeating information, asking questions, offering advice, sharing experiences, and/or expressing thoughts. | }
## Speaking and Listening Standards

### Comprehension and Collaboration

**6.SL.1**  
Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly (a, b, c, d).

<table>
<thead>
<tr>
<th></th>
<th>MPS Examples for Support and Clarification</th>
</tr>
</thead>
</table>
| **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. | Teacher models citing evidence orally.  
Students participate in discussions by:  
- being prepared with required background information  
- referring to evidence on the topic, text, or issue |
| **b.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | Teacher works with students to establish norms and roles for discussions.  
- listener (e.g., interpret speaker’s verbal and nonverbal messages, make inferences, draw conclusions)  
- speaker (e.g., appropriate volume, enunciation, taking turns, sharing ideas relevant to the topic)  
Students participate in discussions using established norms and roles. |
| **c.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | Teacher models appropriate conversational exchange as it relates to the topic.  
Students participate in conversations that ask and respond to questions that deepen the discussion. |
| **d.** Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | Teacher models paraphrasing using key ideas within a conversation.  
Students paraphrase discussions using key ideas. |
Speaking and Listening Standards

Comprehension and Collaboration

6.SL.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.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>recalls information presented in diverse media and formats and identifies a topic, text, or issue under study</td>
<td>recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study</td>
<td>interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study</td>
<td>interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

Teacher models making inferences and drawing conclusions using evidence from a variety of media and text formats. Examples may include studying and evaluating:

- advertising techniques in print and online
- changes in political maps

Students make inferences and draw conclusions from diverse media sources and formats and clarify how the information contributes to the topic, text, or issue under discussion.
## Speaking and Listening Standards

### Comprehension and Collaboration

6.SL.3  
Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifies a speaker’s argument and specific claims</td>
<td>identifies a speaker’s argument and specific claims and recognizes that some claims are not supported by reasons and evidence</td>
<td>delineates a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not</td>
<td>delineates a speaker’s argument and specific claims, critiquing claims and evaluating whether or not they are supported by reasons and evidence</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

- Teacher explains that it is necessary to analyze an argument to determine if there are reasons and evidence to support the claims.
- Teacher models identifying the speaker’s claims that are supported by reasons and evidence.
- Teacher leads a class discussion to determine if claims are supported by reasons and evidence.
- Students analyze an argument to determine if the claims made are supported by reasons and evidence.

### MPS Resources

- Harcourt:  
  - Theme 2: 159L, 257J  
  - Theme 4: 391L
- Houghton Mifflin:  
  - TE: 428–429
Speaking and Listening Standards

Presentation of Knowledge and Ideas

6.SL.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.

<table>
<thead>
<tr>
<th>MPS Examples for Support and Clarification</th>
<th>MPS Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides support/examples of clear, articulate speeches. (Refer to 6.W.1).</td>
<td>Harcourt: Theme 2: 159L, 205L, 235J, 257J  Theme 4: 413J</td>
</tr>
<tr>
<td>Teacher models how to organize ideas, claims, and findings for an oral presentation.</td>
<td>Houghton Mifflin: TE: 582–583</td>
</tr>
<tr>
<td>Students organize their ideas, claims, and findings (e.g., notecards, an outline, multimedia presentation, written speech).</td>
<td></td>
</tr>
<tr>
<td>Teacher models how to give an oral presentation, using:</td>
<td></td>
</tr>
<tr>
<td>• facial expressions and gestures</td>
<td></td>
</tr>
<tr>
<td>• eye contact</td>
<td></td>
</tr>
<tr>
<td>• rate and rhythm</td>
<td></td>
</tr>
<tr>
<td>• appropriate volume</td>
<td></td>
</tr>
<tr>
<td>• inflection and intonation</td>
<td></td>
</tr>
<tr>
<td>• phrasing and articulation</td>
<td></td>
</tr>
<tr>
<td>Students give an oral presentation.</td>
<td></td>
</tr>
</tbody>
</table>
### Speaking and Listening Standards

#### Presentation of Knowledge and Ideas

<table>
<thead>
<tr>
<th>6.SL.5</th>
<th>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</th>
</tr>
</thead>
</table>

**MPS Examples for Support and Clarification**

- Teacher models how to include multimedia components into oral presentations.
- Students work with peers to revise, edit, and present information in a multimedia format to the class.
- Note: Refer to MPS Technology standards.

**MPS Resources**

Houghton Mifflin:  
TE: 499, 512-513
### Speaking and Listening Standards

#### Presentation of Knowledge and Ideas

**6.SL.6**
Adapt speech to a 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.)

<table>
<thead>
<tr>
<th>MPS Examples for Support and Clarification</th>
<th>MPS Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher models different speech styles appropriate to the purpose of a task or situation.</td>
<td>Harcourt: Theme 6: 665J, 691J, 709J</td>
</tr>
<tr>
<td>Students use language, speaking skills, and tone that are appropriate to the purpose of a task or situation.</td>
<td></td>
</tr>
<tr>
<td>Note: See grade 6 Language standards 1 and 3 for specific expectations.</td>
<td></td>
</tr>
</tbody>
</table>
English Language Arts Standards Implementation

SIXTH GRADE—LANGUAGE STANDARDS
Language: Conventions, Effective Use, and Vocabulary

The Arizona Language standards include the essential “rules” of standard written and spoken English, approaching language as a matter of craft and informed choice. The vocabulary standards focus on understanding words and phrases, their relationships and nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking and listening; in fact, they are inseparable from each other.
Language Strand—Standards 1 and 2 Progressive Skills by Grade

The Language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The skills are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Kindergarten
- Form regular plural nouns orally by adding /s/ or /es/
- Use the most frequently occurring prepositions
- Capitalize the first word in a sentence and the pronoun I
- Recognize and name end punctuation

1st Grade
- Use common, proper, and possessive nouns
- Use singular and plural nouns with matching verbs
- Use personal, possessive, and indefinite pronouns
- Use verbs to convey a sense of past, present, and future
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences
- Capitalize dates and names of people
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series

2nd Grade
- Use collective nouns
- Form and use frequently occurring irregular plural nouns
- Use reflexive pronouns
- Form and use the past tense of frequently occurring irregular verbs
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce, expand, and rearrange complete simple and compound sentences
- Capitalize holidays, product names, and geographic names
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions and possessives

3rd Grade
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Form and use regular and irregular plural nouns
- Use abstract nouns
- Form and use regular and irregular verbs
- Ensure subject-verb and pronoun-antecedent agreement
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- Use coordinating and subordinating conjunctions
- Produce simple, compound, and complex sentences
- Capitalize appropriate words in titles
- Use commas in addresses
- Use commas and quotation marks in dialogue
- Form and use possessives
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words

4th Grade
- Use relative pronouns and relative adverbs
- Form and use the progressive verb tenses
- Use modal auxiliaries to convey various conditions
- Order adjectives within sentences according to conventional patterns
- Form and use prepositional phrases
- Correctly use frequently confused words
- Use commas and quotation marks to mark direct speech and quotations from a text
- Use a comma before a coordinating conjunction in a compound sentence
Language Strand—Standards 1 and 2 Progressive Skills by Grade

5th Grade
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- Form and use the perfect verb tenses
- Use verb tense to convey various times, sequences, states, and conditions
- Recognize and correct inappropriate shifts in verb tense
- Use correlative conjunctions
- Use punctuation to separate items in a series
- Use a comma to separate an introductory element from the rest of the sentence
- Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address
- Use underlining, quotation marks, or italics to indicate titles of works

6th Grade
- Ensure that pronouns are in the proper case
- Use intensive pronouns
- Recognize and correct inappropriate shifts in pronoun number and person
- Recognize and correct vague pronouns
- Recognize variations from standard English in their own and others’ writing
- and identify and use strategies to improve expression in conventional language
- Use punctuation to set off nonrestrictive/parenthetical elements

7th Grade
- Explain the function of phrases and clauses in general and their function in specific sentences
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- Use a comma to separate coordinate adjectives

8th Grade
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences
- Form and use verbs in the active and passive voice
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- Recognize and correct inappropriate shifts in verb voice and mood
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break
- Use an ellipsis to indicate an omission

9th/10th Grade
- Use parallel structure
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses
- Use a colon to introduce a list or quotation

11th/12th Grade
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
- Resolve issues of complex or contested usage, consulting references
- Observe hyphenation conventions
### Language Standards

#### Conventions of Standard English

**6.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (a).

*This standard continues onto the next page.*

**Note:** Students should demonstrate command of conventions of standard English grammar and usage up to and including grade 6.

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking: inconsistently uses pronouns in the correct case; inconsistently recognizes inappropriate shifts in pronoun number and person; and identifies some variations from standard English, using basic strategies to improve expression in conventional language.</td>
<td>demonstrates understanding of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes inappropriate shifts in pronoun number and person; recognizes vague pronouns; and identifies variations from standard English and uses strategies to improve expression in conventional language.</td>
<td>demonstrates command of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes and corrects inappropriate shifts in pronoun number and person; recognizes and corrects vague pronouns; and recognizes variations from standard English and uses strategies to improve expression in conventional language.</td>
<td>demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes and corrects inappropriate shifts in pronoun number and person; and recognizes and corrects vague pronouns; and identifies variations from standard English and uses specific strategies to significantly improve expression in conventional language.</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

**a.** Ensure that pronouns are in the proper case (subjective, objective, possessive).

Teacher will instruct students in the proper use of pronouns:
- **subjective case**—pronouns used as subject (e.g., I, you, he, she, it, we, they, who)
- **objective case**—pronouns used as objects of verbs or prepositions (e.g., me, you, him, her, it, us, them, whom)
- **possessive case**—pronouns which express ownership (e.g., mine, my, your, yours, his, her, hers, its, our, ours, their, theirs, whose)

Students use pronouns in the proper case when writing or speaking.

**MPS Resources**

- Harcourt: Theme 3: 281G-H
- Houghton Mifflin: TE: 274-276
- Houghton Mifflin: TE: 277-278

MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website. Performance Level Descriptors provided by the Arizona Department of Education.
Arizona’s English Language Arts Standards—Sixth Grade

## Language Standards

### Conventions of Standard English

### 6.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (b, c, d, e).

<table>
<thead>
<tr>
<th></th>
<th>MPS Examples for Support and Clarification</th>
</tr>
</thead>
</table>
| b. Use intensive pronouns (e.g., myself, ourselves). | Teacher instructs students in the proper use of intensive pronouns (e.g., myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves).  
  - Intensive pronouns are the same words used to emphasize the subject of the sentence. They usually appear right near the subject of the sentence. (e.g., I myself am sick of the heat.)  
  Students use intensive pronouns when writing or speaking.  
  Choose model/exemplar text that demonstrates uses of intensive pronouns. |
| c. Recognize and correct inappropriate shifts in pronoun number and person. | Teacher models how to correct pronouns to match in number and person. (e.g., I talked to my friend. They told me they were going to the park. Correction: I talked to my friend. She told me she was going to the park.)  
  Students will use correct pronoun number and person. |
| d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | Teacher models how to correct vague pronouns (e.g., Tom saw Sally in the hall. He talked to her about him. Correction: Tom saw Sally in the hall. He talked to her about John.)  
  Students use specific pronouns to avoid ambiguity. |
| 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. | Teacher models how to identify unconventional language (e.g., slang, archaic, substandard, regional idioms, text acronyms, text messaging, and IM shorthand) and correct to conventional language.  
  When appropriate, students identify unconventional language and correct to conventional language. |
### Conventions of Standard English

#### 6.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (a).

*Note: Students should demonstrate command of conventions of standard English grammar and usage up to and including grade 6.*

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates a limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: inconsistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly</td>
<td>demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: generally uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly</td>
<td>demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly</td>
<td>demonstrates strong and strategic command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

**a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.**

Teacher models the identification and punctuation of nonrestrictive elements. A nonrestrictive element is a phrase or clause that is not necessary to the meaning of the sentence.

- Use a comma to set off an expression that interrupts a sentence. *Our dog Rex, who is the friendliest dog in the world, is addicted to treats.*
- Use parentheses to enclose material that is added to a sentence but is not considered of major importance. *The garden (which was quite beautiful) contained many flowers.*
- Use a dash to indicate an abrupt break in thought or speech. *“You’ll find it—oh, excuse me, sir—over here,” said the librarian.*

**Note:** Many words and phrases are used parenthetically. Most parenthetical elements are set off by commas or parentheses. Sometimes, parenthetical elements demand stronger emphasis. In such instances, a dash is used.

Students identify nonrestrictive elements in text.

Students use correct punctuation when using nonrestrictive elements.
## Language Standards

### Conventions of Standard English

**6.L.2**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (a, b).

<table>
<thead>
<tr>
<th>MPS Examples for Support and Clarification</th>
<th>MPS Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b. Use correct spelling.</strong></td>
<td>Houghton Mifflin: TE: H80–H85</td>
</tr>
<tr>
<td>Teacher models grade appropriate spelling rules and how to use reference materials to determine if a word is spelled correctly (e.g., dictionary, thesaurus, digital resources).</td>
<td>Supplemental Resources: Blueprint for Intervention: Multisyllable Routine Cards</td>
</tr>
<tr>
<td>Students use correct spelling rules, resources and reference materials to spell words correctly within their writing.</td>
<td>Sound-Spelling Mapping Advanced Word Studies</td>
</tr>
</tbody>
</table>
# Arizona’s English Language Arts Standards—Sixth Grade

## Knowledge of Language

### 6.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

*This standard continues onto the next page.*

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses basic knowledge of language and its conventions when writing, speaking, reading, or listening, applying basic variations in sentence patterns for meaning, interest, reader/listener interest, and style while attempting some consistency in style and tone</td>
<td>Uses knowledge of language and its conventions when writing, speaking, reading, or listening, generally varying sentence patterns for meaning, interest, reader/listener interest, and style while demonstrating some consistency in style and tone</td>
<td>Uses knowledge of language and its conventions when writing, speaking, reading, or listening, varying sentence patterns for meaning, interest, reader/listener interest, and style while maintaining consistency in style and tone</td>
<td>Strategically uses knowledge of language and its conventions when writing, speaking, reading, or listening, varying sentence patterns for meaning, interest, reader/listener interest, and style while maintaining strong consistency in style and tone</td>
</tr>
</tbody>
</table>

### MPS Examples for Support and Clarification

#### a. Vary sentence patterns for meaning, reader/listener interest, and style.

Teacher provides mentor text of varied sentence patterns and explains how they impact meaning, interest, and style.

Students use knowledge of language and its conventions to vary sentence patterns for meaning, interest, and style.

Students use effective and natural dialogue when appropriate.

#### b. Maintain consistency in style and tone.

Teacher provides models that demonstrate consistency of language (e.g., dialect, tone/mood, style).

Teacher models how sentence fluency addresses the rhythm and flow of language.

Students maintain consistency in style and tone in writing and natural dialogue.

### MPS Resources

Harcourt:
- Theme 4: 391E–F, 413C–F
- Theme 5: 576G
- Theme 6: 691E–F

Houghton Mifflin:
6.L.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, b).

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>with strong support, determines or clarifies the explicit meaning of basic words and phrases, using context and Greek and Latin affixes and roots as clues to the meaning, consulting reference materials as needed</td>
<td>generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses immediate context as a clue to the meaning of a word or phrase; uses common, simple Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed</td>
<td>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase</td>
<td>definitively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses sentence- and passage-level context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults specific and appropriate reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase</td>
</tr>
</tbody>
</table>

**MPS Examples for Support and Clarification**

**a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**

- Teacher provides direct instruction on common Greek and Latin roots and affixes (e.g., auto, micro, mid, able, ist, less).
- Students determine the meaning of unknown and multiple-meaning words or phrases by using a range of strategies (e.g., context clues, Greek or Latin affixes and roots) as clues to determine the meaning of a word.

**MPS Resources**

- Harcourt: Theme 3: 325I
- Theme 4: 462I, 482, 483, 483K–N

**b. 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.**

- Teacher models how to use the context of a text as clues to determine the meanings of unknown words.
- By using their knowledge of Greek or Latin affixes and roots as clues to determine the meaning of a word, students use context clues within a text to determine the meaning of unknown words.

**MPS Resources**

- Houghton Mifflin: H17, H18
### Vocabulary Acquisition and Use

**6.L.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 (c, d).

---

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>with strong support, determines or clarifies the explicit meaning of basic words and phrases, using context and Greek and Latin affixes and roots as clues to the meaning, consulting reference materials as needed</td>
<td>generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses immediate context as a clue to the meaning of a word or phrase; uses common, simple Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed</td>
<td>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase</td>
<td>definitively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses sentence- and passage-level context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults specific and appropriate reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase</td>
</tr>
</tbody>
</table>

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**MPS Examples for Support and Clarification**

**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.

Teacher instructs students in the use of print and digital reference materials.

Students consult general and specialized reference materials, verifying the meaning of words by referencing print and digital resources.

---

**d.** Verify the preliminary determination of the meaning of a word or phrase.

Teacher models how to infer meaning of words or phrases in text to verify the meaning by using various digital and print resources.

Students use digital and print resources to verify word meanings and phrases.

---

**MPS Resources**

Houghton Mifflin: H22–24
### Vocabulary Acquisition and Use

#### 6.L.5

**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (a, b, c).**

<table>
<thead>
<tr>
<th>Minimally Proficient</th>
<th>Partially Proficient</th>
<th>Proficient</th>
<th>Highly Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates a limited understanding of figurative language and word relationships in word meanings, including in identifying figures of speech and understanding the relationship between particular words to better understand each of the words, and inconsistently distinguishing among the connotations of words with similar denotations</td>
<td>demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings, including identifying figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations</td>
<td>demonstrates understanding of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations</td>
<td>demonstrates command of figurative language, word relationships, and nuances in word meanings, including interpreting complex figures of speech in context, evaluating the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations and applying them in speaking and writing</td>
</tr>
</tbody>
</table>

#### MPS Examples for Support and Clarification

**a. Interpret figures of speech (e.g., personification) in context.**

Teacher models the difference between literal and figurative meanings (e.g., “the waves reached up and gripped the bow of the boat”).

Students understand that a figure of speech is language used in a nonliteral way.

- **MPS Resources**
  - Harcourt: Theme 2: 205D, 205K
  - Theme 6: 6911
  - Houghton Mifflin:
    - TE: 333 (idioms)
    - H13 (simile, metaphor)

**b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**

Teacher demonstrates how the relationship between words assists with understanding a text.

Students understand that words and/or groups of words have a relationship that can assist in comprehension, acquisition, and usage.

- **MPS Resources**
  - Harcourt: Theme 4: 392I, 412–413

**c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

Teacher demonstrates that specific word choice creates feelings and/or images. Please refer to shades of meanings examples in primary grades.

Students use the word choice in text or conversation to interpret feeling/imagery.

Students understand that associating words that have similar definitions can aid in comprehension, acquisition, and usage.

- **MPS Resources**
  - Houghton Mifflin:
    - H16

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MPS Examples for Support/Clarification and Resources added by Mesa Public Schools. For additional resources see the MPS Elementary English Language Arts website. Performance Level Descriptors provided by the Arizona Department of Education.
## Language Standards

### Vocabulary Acquisition and Use

<table>
<thead>
<tr>
<th>MPS Examples for Support and Clarification</th>
<th>MPS Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher uses direct instruction to teach grade appropriate vocabulary (content specific).</td>
<td>Supplementary Resources: 6- Grade Linking CCSS to Your Curriculum</td>
</tr>
<tr>
<td>Students use grade appropriate words and phrases in a variety of academic contexts (e.g., analyze, observation, multitude).</td>
<td></td>
</tr>
<tr>
<td>Students use grade appropriate words and phrases that enhance understanding of content specific knowledge (e.g., mummification, haiku, igneous).</td>
<td></td>
</tr>
<tr>
<td>Glossary of Key Terms</td>
<td></td>
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<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td><strong>Abstract noun</strong></td>
<td>a word describing a quality, state, action, or other intangible, such as <em>joy, idea, movement</em></td>
</tr>
<tr>
<td><strong>Academic vocabulary</strong></td>
<td>important terms that are critical to the understanding of any subject</td>
</tr>
<tr>
<td><strong>Adage</strong></td>
<td>a traditional saying that expresses something considered to be a general truth</td>
</tr>
<tr>
<td><strong>Adjective</strong></td>
<td>a word or word group that modifies or provides qualities or attributes to a noun</td>
</tr>
<tr>
<td><strong>Adverb</strong></td>
<td>a word that modifies or specifies the mode of action of a verb</td>
</tr>
<tr>
<td><strong>Affix</strong></td>
<td>a bound (nonword) morpheme that changes the meaning or function of a root or stem to which it is attached</td>
</tr>
<tr>
<td><strong>Alliteration</strong></td>
<td>the repetition of the initial sounds in neighboring words or stressed syllables</td>
</tr>
<tr>
<td><strong>Antecedent</strong></td>
<td>a word, phrase, or clause to which a following pronoun refers</td>
</tr>
<tr>
<td><strong>Antonym</strong></td>
<td>a word opposite in meaning to another word</td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>a writer</td>
</tr>
<tr>
<td><strong>Base word</strong></td>
<td>a word to which affixes may be added to create related words</td>
</tr>
<tr>
<td><strong>Blend</strong></td>
<td>the joining of the sounds represented by two or more letters with minimal change in those sounds</td>
</tr>
<tr>
<td><strong>Caption</strong></td>
<td>the explanatory comment or designation accompanying a pictorial illustration</td>
</tr>
<tr>
<td><strong>Cause/Effect</strong></td>
<td>a stated or implied association between an outcome and the conditions which brought it about; often an organizing principle in narrative and expository text</td>
</tr>
<tr>
<td><strong>Central message</strong></td>
<td>what the author wants the reader to take away from the story</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td>a main division of a book</td>
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<tr>
<td><strong>Character</strong></td>
<td>a person or being represented in or acting in a story, drama, etc.</td>
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<tr>
<td><strong>Characterization</strong></td>
<td>the way in which an author presents a character as by description, by what the character says, thinks, and does, or by what other characters say, think, or do about the character</td>
</tr>
<tr>
<td><strong>Chronology</strong></td>
<td>an arrangement (as of events) in order of occurrence</td>
</tr>
<tr>
<td><strong>Collective noun</strong></td>
<td>a noun that denotes a group of persons, animals, or things</td>
</tr>
<tr>
<td><strong>Comma</strong></td>
<td>a punctuation mark that indicates a division in a sentence, as in setting off a word, phrase or clause; is used to separate items in a list; represents a slight pause in a sentence</td>
</tr>
<tr>
<td><strong>Common noun</strong></td>
<td>a noun denoting a class or class member rather than a unique thing</td>
</tr>
<tr>
<td><strong>Comparative adjectives</strong></td>
<td>comparative adjectives (-er, more, etc.) are used to compare the difference between two nouns</td>
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</tbody>
</table>
| **Glossary of Key Terms**  
**Revised December 2017** |
<table>
<thead>
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<td><strong>complex sentence</strong></td>
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</tbody>
</table>
# Glossary of Key Terms

Revised December 2017

<table>
<thead>
<tr>
<th>term</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>synonym</td>
<td>one of two or more words that have highly similar meanings</td>
</tr>
<tr>
<td>syntax</td>
<td>the pattern or structure of word order in sentences, clauses, phrases</td>
</tr>
<tr>
<td>temporal</td>
<td>referring to time</td>
</tr>
<tr>
<td>text features</td>
<td>typographical and visual elements that help readers preview and navigate text; serves as an aid to comprehension</td>
</tr>
<tr>
<td>text structures</td>
<td>the various patterns of ideas that are embedded in the organization of text</td>
</tr>
<tr>
<td>theme</td>
<td>the central topic, subject, or concept addressed in a story</td>
</tr>
<tr>
<td>think-aloud</td>
<td>a metacognitive technique or strategy in which the teacher verbalizes aloud while reading a selection orally, thus modeling the strategy</td>
</tr>
<tr>
<td>third-person narration</td>
<td>a narrative mode in which the primary characters within a written work are referred to by their names or relative pronouns</td>
</tr>
<tr>
<td>tone</td>
<td>the attitude the author takes towards the events in a text</td>
</tr>
<tr>
<td>topic</td>
<td>the general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong</td>
</tr>
<tr>
<td>transitional</td>
<td>the connection (a word, phrase, clause, sentence, or entire paragraph) between two parts of a piece of writing, contributing to cohesion</td>
</tr>
<tr>
<td>verb</td>
<td>a word used to show that an action is taking place or to indicate the existence of a state or condition</td>
</tr>
<tr>
<td>visual cue</td>
<td>a nonverbal communication tool that conveys a message</td>
</tr>
<tr>
<td>word analysis</td>
<td>a general, imprecise label applied to word identification or decoding</td>
</tr>
</tbody>
</table>