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| 2024 Grade 6 English Standards of Learning | |
| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **6.W The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.** |  |
| 6.W.1 A. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the character, event(s), and experience(s). |  |
| 6.W.1 B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion. |  |
| 6.W.1 C. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped. |  |
| 6.W.1 D. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s). |  |
| 6.W.2 A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:   1. Composing a thesis statement that focuses the topic and introduces the piece clearly. 2. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic. 3. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples. 4. Using transitions to show relationships between ideas, signal a shift or change in the writer’s thoughts, and make sentences clearer. 5. Selecting vocabulary and information to enhance the central idea, tone, and voice. 6. Expanding and embedding ideas to create sentence variety. 7. Providing a concluding statement or section. |  |

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| 6.W.3 A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs. |  |
| 6.W.3 B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). |  |
| **6.LU The student will use the conventions of Standard English when speaking and writing differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.** |  |
| 6.LU.1 A. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing. |  |
| 6.LU.1 B. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing. |  |
| 6.LU.1 C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing. |  |
| 6.LU.1 D. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing. |  |

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| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 6.LU.1 E. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences. |  |
| 6.LU.2 A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing. |  |
| 6.LU.2 B. Use and punctuate dialogue and direct quotations appropriately in writing. |  |
| 6.LU.2 C. Recognize and consistently spell frequently used words accurately. |  |
| 6.LU.2 D. Consult reference materials to check and correct spelling. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | **Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.)** |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, relevant, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level. |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on topics and concepts. |  |
| 7. Instructional strategies include multiple opportunities for students to build depth of understanding, and the materials provide a range of scaffolds for support and enrichment. |  |