ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6RI5: 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.

ELACC6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

ELACC6RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ELACC6RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC6SL1: 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.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
   b. Use intensive pronouns (e.g., myself, ourselves).
   c. Recognize and correct inappropriate shifts in pronoun number and person.*
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
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.*

ELACC6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
   b. Spell correctly.

ELACC6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Vary sentence patterns for meaning, reader/listener interest, and style.*
   b. Maintain consistency in style and tone.*