

Grade 6 Montana Standards	Novice	Partially Proficient	Proficient	Advanced
	<p>A student who performed at this level did not meet grade-level expectations in this subject and needs considerable support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level exceeded grade-level expectations. The student has demonstrated mastery of the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>
RL.6.1	Recognize when an explicit detail supports a key idea expressed in the text.	Identify evidence from the text that supports an idea or an inference expressed in the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)	Quote accurately and cite strong text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Identify an overt theme or central idea from key details in the text; choose key events that belong in a summary.	Determine a theme or central idea of a text from explicit details in the text; identify key events and/or details that belong in a summary.	Determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)	Analyze how implicit details in a text contribute to a theme or central idea; provide a succinct and objective summary of the text.
RL.6.3	Identify how characters, settings, or events change throughout a story or drama based on explicit details from the text.	Describe how characters, settings, or events in a story or drama change as the plot moves toward a resolution.	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. (RL.6.3)	Analyze how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters develop as the plot moves toward a resolution, drawing on details from the text.
RL.6.4	Determine the meaning of a word or phrase as it is used in a text based on explicit context.	Determine the meaning of a word or phrase as they are used in a text, including figurative and connotative meanings, based on explicit context.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyze the impact of a specific word choice on meaning and tone. (RL.6.4)	Analyze the impact of words and phrases on the meaning and tone of a text, including figurative language and connotative meanings, based on implicit context.

RL.6.5	Identify sentences, chapters, scenes or stanzas when determining the overall structure of a text.	Refer to sentences, chapters, scenes, or stanzas when describing the overall structure of a text.	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. (RL.6.5)	Analyze and explain how sentences, chapters, scenes, or stanzas contribute to the overall meaning or structure of a text and how it contributes to the development of a theme referring to details in the text.
RL.6.6	Determine the point of view of the narrator or character/ speaker in a text.	Describe a narrator's or speaker's point of view in a text.	Explain how an author develops the point of view of the narrator or speaker in a text. (RL.6.6)	Analyze and explain how the point of view of the narrator or the speaker in a text influences the overall meaning of a text.
RL.6.7	Identify key differences between a story, drama, or poem and listening to or viewing an audio, video, or live version of the text .	Identify key differences and/ or similarities between a story, drama, or poem and listening to or viewing an audio, video, or live version of the text .	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. (RL.6.7)	Analyze how the experiences of reading a story, drama, or poem contribute to the meaning and perception when compared to a audio, video, or live version of the text, referring to specific details as evidence of the implied similarities and differences.
RL.6.8	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>
RL.6.9	Identify similar themes and topics in different forms or genres.	Compare and contrast similar themes and topics in different forms or genres.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics. (RL.6.9)	Analyze how the themes and topics are developed across genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) based on implicit and relevant details.
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the low end of the Grades 5-6 text complexity band.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 5-6 text complexity band independently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10)	By the end of the year, read, comprehend, and analyze literature, including stories, dramas, and poetry, at the high end of the Grades 6-8 text complexity band independently and proficiently.

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RI.6.1	Identify an explicit detail that supports a key idea expressed in the text.	Identify evidence from the text that supports an explicitly stated idea or an inference expressed in the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1)	Quote accurately and cite strong text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Identify a central idea and supporting key details of a text.	Determine a central idea using key details in the text and identify key details that belong in a summary.	Determine a central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments. (RI.6.2)	Analyze how central ideas are supported in a text, referring to relevant details and implicit evidence and provide an objective summary of the text.
RI.6.3	Identify key individuals, events, or ideas in a text based on explicit information in the text.	Identify how key individuals, events, or ideas are introduced or illustrated in a text based on explicit information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (RI.6.3)	Analyze how individuals, events, ideas, or concepts are introduced, illustrated, supported, or elaborated in a text based on implicit information in the text.
RI.6.4	Identify the meaning of words or phrases in context including figurative language.	Identify the meaning of words or phrases in context including figurative language and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4)	Analyze the use of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and their impact on the meaning of the text.
RI.6.5	Identify the structure ( e.g., chronology, comparison, cause/effect) in a text.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.	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. (RI.6.5)	Analyze a text's structure and explain how particular sentences, paragraphs, chapters, or sections contributes to the development of ideas and presentation of the text.

RI.6.6	Identify an author's point of view or purpose in a text, including those by and about American Indians, based on explicit details.	Determine an author's point of view or purpose in a text, including those by and about American Indians.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text and include texts by and about American Indians. (RI.6.6)	Analyze how an author's point of view or purpose in a text influences the focus or information provided, including those by and about American Indians, citing implicit details as support.
RI.6.7	Identify key information presented in different media or formats (e.g., visually, quantitatively) as well as words to answer a question, based on explicit details in the text.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to answer a question.	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. (RI.6.7)	Analyze how information from different media or formats contributes to an understanding of a text to develop and demonstrate a comprehensive understanding of a complex topic or issue.
RI.6.8	Identify the argument and explicitly stated reasons that support the claim in a text, including texts by and about American Indians.	Identify the argument in a text, including texts by and about American Indians, determining which reasons and evidence support the claim.	Trace and evaluate the argument and specific claims in a text, including texts by and about American Indians, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.8)	Analyze how an author uses reasons and implicit evidence to support particular points in a text, including texts by and about American Indians, explaining which reasons and evidence support the claim and which do not.
RI.6.9	Identify key information presented in texts by different authors on the same topic, including texts by and about American Indians.	Compare and contrast key information from texts by different authors on the same topic, including texts by and about American Indians.	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) and include texts by and about American Indians. (RI.6.9)	Analyze how information from texts by different authors on the same topic is presented, including texts by and about American Indians, based on information and relevant details from each text as support.
RI.6.10	By the end of the year, read and comprehend literary nonfiction at the low end of the Grades 6-8 text complexity band, with scaffolding as needed.	By the end of the year, read and comprehend literary nonfiction at the low end of the Grades 6-8 text complexity band independently.	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. (RI.6.10)	By the end of the year, read, comprehend, and analyze literary nonfiction in the Grades 6-8 text complexity band proficiently and independently.

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W.6.1	Write arguments with reasons.	Write arguments with reasons and evidence.	Write arguments to support claims with clear reasons and relevant evidence.	Write well-organized arguments to support claims with clear reasons and relevant evidence.
	a. State a claim.	a. Introduce claim(s) clearly.	a. Introduce claim(s) and organize the reasons and evidence clearly.	a. Introduce a claim clearly and create an organizational structure to support the writer's argument using logically grouped reasons and evidence.
	b. Identify reasons and evidence that support the claim.	b. Support claim(s) with reasons and evidence from sources, including oral sources.	b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text.	b. Provide a well-structured argument to support claim(s) with clear reasons and relevant evidence, using credible sources, to demonstrate a thorough understanding of the topic or text.
	c. Use linking words to connect claim(s) and reasons.	c. Use words, phrases, and clauses to connect claim(s) and reasons.	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	c. Use words, phrases, and clauses to develop a relationship that effectively connects the claim(s) to relevant and specific reasons.
	d. Identify differences between formal and informal style.	d. Use and/or maintain informal and formal style.	d. Establish and maintain a formal style.	d. Establish and maintain a formal style appropriate for purpose and audience.

	e. Identify a concluding statement that restates the argument presented.	e. Provide a concluding statement or section that restates the argument presented.	e. Provide a concluding statement or section that follows from the argument presented. (W.6.1)	e. Provide an effective conclusion that summarizes the supporting evidence and reinforces the argument presented.
W.6.2	Write informative/explanatory texts about a topic and convey ideas, concepts, and information.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of pertinent details, logical organization, and thorough analysis of relevant content.
	a. State a topic; organize ideas, concepts, and information into paragraphs.	a. State a topic; organize ideas, concepts, and information into paragraphs and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.	a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	a. Provide a clear introduction, create a logical organizational structure based on the information provided (definition, classification, comparison/contrast, and cause/effect), include appropriate formatting, relevant graphics and multimedia to aid comprehension.
	b. Provide facts, details, and quotations to support the topic.	b. Provide facts, definitions, details, and quotations that support the topic.	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b. Develop the topic with specific and relevant facts, definitions, concrete details, quotations, examples, and information that clearly supports the topic.
	c. Use high-frequency transition words and phrases to connect ideas and concepts.	c. Use transitions to clarify the relationships among ideas and concepts.	c. Use appropriate transitions to clarify the relationships among ideas and concepts.	c. Use precise linking words, phrases, and clauses to build and clarify the relationships among complex ideas and concepts.
	d. Use general language to inform about or explain the topic.	d. Use general language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise academic language and domain-specific vocabulary to inform about or explain the topic effectively and contribute to a coherent and cohesive explanation about a topic.
	e. Identify differences between formal and informal style.	e. Use and/or maintain informal and formal style.	e. Establish and maintain a formal style.	e. Establish and maintain a formal style appropriate for task and purpose.

	f. Provide a concluding statement or section.	f. Provide a concluding statement or section that restates the topic.	f. Provide a concluding statement or section that follows from the information or explanation presented. (W.6.2)	f. Provide a concluding statement or section that effectively connects and reinforces the information or explanation presented.
W.6.3	Write narrative texts about real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using descriptive details and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective, sophisticated technique, relevant descriptive details, and well-structured event sequences, including non-linear sequences.
	a. Establish a situation or introduce a narrator and/or characters.	a. Establish a situation and introduce a narrator and/or characters and organize an event sequence.	a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters and organize an event sequence that unfolds naturally and logically.	a. Engage and orient the reader by establishing a context and introduce a narrator and/or characters using descriptive language, and organize an event sequence that purposefully and logically advances the plot or narrative.
	b. Use brief description to develop experiences, events, and characters.	b. Use narrative techniques, such as description and dialogue, to develop experiences and events and/or key characters.	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	b. Skillfully use narrative techniques, such as dialogue, pacing, and description, to develop experiences and events and/or deepen character development.
	c. Use transition words to indicate event sequence.	c. Use a variety of transition words, phrases, and clauses to manage the sequence of events.	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.	c. Incorporate a variety of transitional words, phrases, and clauses to advance the sequence of events and smoothly transition from one time frame or setting to another.
	d. Use words and phrases to convey experiences and events.	d. Use words and phrases, descriptive details, and sensory language to convey experiences and events.	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	d. Use precise words, phrases, and clauses, relevant descriptive details, and sensory language to convey experiences and events effectively.

	e. Provide a sentence that restates the main events.	e. Provide a concluding sentence that relates to the narrated experiences or events.	e. Provide a conclusion that follows from the narrated experiences or events. (W.6.3)	e. Provide a meaningful conclusion that conveys a lesson learned or leaves a lasting emotional impression.
W.6.4	Produce writing in which the organization is appropriate for the task and purpose.	Produce writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)	Produce clear and coherent writing in which the development and organization demonstrate a sophisticated understanding of the task, purpose, and audience.
W.6.5	With guidance and support from peers and adults, revise and edit a draft based on clear feedback in the form of directions and/or corrections.	With guidance and support from peers and adults, strengthen writing by revising, editing, and rewriting as needed.	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. (W.6.5)	Skillfully plan, revise, edit, rewrite, or try a new approach as needed to strengthen writing to improve clarity, organization, and style independently.
W.6.6	Use technology, including the Internet, to produce and publish writing and demonstrate beginning keyboarding skills to type a minimum of one page in a single sitting.	Use technology, including the Internet, to produce and publish writing and demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6)	Use technology independently, including the Internet, to engage in collaborative groups; produce and publish writing, demonstrating advanced keyboarding skills to improve writing quality and presentation of published work over multiple sittings.
W.6.7	Conduct short research projects by using a single, reliable source to ask and answer questions about a topic, including topics and/or sources by and about American Indians.	Conduct short research projects using a limited range of sources to answer different aspects of a topic, including topics and/or sources by and about American Indians.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate, and include sources and/or topics by and about American Indians. (W.6.7)	Conduct sustained research projects using a wide range of reliable sources, including those by and about American Indians, to investigate various aspects of a topic, refocusing the inquiry or refining the topic as appropriate.



W.6.8	Gather information from print and digital sources; oral, print, and digital sources; quote or paraphrase information and provide a short list of sources.	Gather information from oral, print, and digital sources; quote or paraphrase information while avoiding plagiarism and provide a list of sources.	Gather relevant information from multiple oral, 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. (W.6.8)	Synthesize information from a variety of oral, print, and digital sources; assess the credibility of each source; and accurately quote or succinctly paraphrase the data and conclusions of others while avoiding plagiarism and provide complete bibliographic information for sources.
W.6.9	Draw evidence from literary or informational texts to support research:	Draw evidence from literary or informational texts to support reflection and research:	Draw evidence from literary or informational texts to support analysis, reflection, and research:	Draw evidence from a variety of literary or informational texts to support analysis, reflection, and research:
	<ul style="list-style-type: none"> <li>• apply Grade 6 reading standards to literature with low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• apply Grade 6 reading standards to literature with low to moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• apply Grade 6 reading standards to literature (e.g., "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").</li> </ul>	<ul style="list-style-type: none"> <li>• apply Grade 6 reading standards to literature with high complexity.</li> </ul>
	<ul style="list-style-type: none"> <li>• apply Grade 6 reading standards to informational texts with low complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• apply Grade 6 reading standards to informational texts with low to moderate complexity.</li> </ul>	<ul style="list-style-type: none"> <li>• apply Grade 6 reading standards to literary nonfiction (e.g., "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."). (W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li>• apply Grade 6 reading standards to literary nonfiction with high complexity.</li> </ul>
W.6.10	Write routinely over short time frames (a single sitting or periods during a day) for general tasks, purposes, and audiences.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or periods during a day) for discipline-specific tasks, purposes, and audiences.	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. (W.6.10)	Manage time effectively for extended writing projects and shorter writing tasks for discipline-specific purposes, tasks, and audiences by demonstrating strong research skills, thoughtful reflection, and thorough revision.

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L.6.1	Demonstrate a beginning command of standard English grammar and usage when writing or speaking.	Demonstrate a developing command of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate an advanced command of the conventions of standard English grammar and usage when writing or speaking.
	a. Identify pronouns in a sentence.	a. Identify pronouns and antecedents in a sentence.	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	a. Evaluate the use of pronouns in the proper case, identifying and correcting errors, and explain why a revision is appropriate.
	b. Identify intensive pronouns in a sentence.	b. Identify the pronoun or noun referred to by an intensive pronoun.	b. Use intensive pronouns (e.g., myself, ourselves).	b. Evaluate the use of intensive pronouns, identifying and correcting errors, and explain why a revision is appropriate.
	c. Identify singular and plural pronouns in a sentence.	c. Identify an error in pronoun number and person.	c. Recognize and correct inappropriate shifts in pronoun number and person.	c. Evaluate the use of pronoun number and person and explain why a revision is appropriate.
	d. Identify pronouns in a sentence.	d. Identify pronouns and antecedents in a sentence.	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	d. Evaluate the use of pronouns, recognize and correct vague pronouns, and explain why a pronoun is vague (i.e., ambiguous antecedents).

	e. Recognize standard English in their own and others' writing and speaking.	e. Recognize variations from standard English in their own and others' writing and speaking.	e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1)	e. Analyze the effect of variations from standard English in their own and others' writing and speaking and use variations strategically to improve expression in conventional language.
L.6.2	Demonstrate a beginning command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate a developing command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate an advanced command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Identify nonrestrictive/parenthetical elements in a sentence.	a. Identify where commas are needed to set off nonrestrictive/parenthetical elements.	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	a. Evaluate the appropriate use of punctuation to set off nonrestrictive/parenthetical elements and revise errors as needed.
	b. Identify misspellings of familiar high-frequency words.	b. Identify misspellings of grade-level words.	b. Spell correctly. (L.6.2)	b. Recognize and correct misspellings of grade-level or unfamiliar words.
L.6.3	Use beginning knowledge of language and its conventions when writing, speaking, reading, or listening.	Use developing knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use advanced knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Recognize when sentences have no or limited variation.	a. Recognize limited sentence variation and identify which sentences can be revised to provide a variation in structure.	a. Vary sentence patterns for meaning, reader/listener interest, and style.	a. Evaluate sentences for meaning, reader/listener interest, and style, refining sentences to create variation and impact on the reader/listener.
	b. Identify inconsistencies in style or tone.	b. Recognize and correct shifts in style or tone.	b. Maintain consistency in style and tone.	b. Analyze how the consistent use of style and tone affects meaning and conveys a variety of effects.

L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on beginning grade 6 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developing grade 6 reading and content, choosing flexibly from a range of strategies.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on advanced grade 6 reading and content, choosing flexibly from a range of strategies.
	a. Identify the meaning of a word based on explicit sentence-level context.	a. Use sentence-level context or position as a clue to the meaning of a word or phrase.	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	a. Use paragraph-level context as a clue to the meaning of a word or phrase.
	b. Identify the meaning of an unknown word with a commonly known affix.	b. Determine the meaning of an unknown word with common, grade-appropriate affixes and roots.	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	b. Use lesser-known affixes from various derivations to discern the meaning of a word when added to a root.
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the meaning of a word.	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify its precise meaning or its part of speech.	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.	c. Determine or clarify the precise meaning, part of speech, pronunciation, and derivation of words by consulting the appropriate print or digital reference materials (e.g., dictionaries, glossaries, thesauruses).
	d. Form a preliminary determination of the meaning of a word.	d. Determine the precise meaning of a word or phrase as it is used in context (e.g., by comparing the context or to a dictionary definition).	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	d. Verify that the preliminary determination of a word or phrase is correct by confirming that the inferred meaning accurately fits in context and by confirming the precise meaning in a dictionary or other reference source.
L.6.5	Demonstrate a beginning understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate a developing understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate an advanced understanding of figurative language, word relationships, and nuances in word meanings.
	a. Identify figurative language in context.	a. Determine the meaning of figurative language in context.	a. Interpret figures of speech (e.g., personification) in context.	a. Interpret and explain the meaning of figurative language in context.

	b. Identify the relationship between synonyms and antonyms.	b. Determine the relationship between two words.	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	b. Analyze the relationship between words and phrases in a text to clarify and determine precise meaning of each word.
	c. Identify words with similar denotations.	c. Identify the connotation of a word based on context.	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	c. Distinguish shades of meaning among words with subtle connotative differences and similar denotations.
	d. Understand that that word meanings can change based on context and social influences.	d. Understand that word meanings can vary over time, based on culture and social relationships, or across different cultures.	d. Recognize the influence time, culture, gender and social relationships have upon word meaning.	d. Analyze nuanced shifts in word meaning due to time, culture, gender, and social relationships.
L.6.6	Use grade-appropriate general academic words and phrases; gather vocabulary knowledge of a word or phrase important to comprehension.	Use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate and above grade-level general academic and domain-specific words and phrases; demonstrate vocabulary knowledge when using or explaining a word or phrase important to comprehension or expression.