

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	1. (A) (B) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	-Explain the meaning of textual evidence. -Explain and give an example of an inference. -Explain precisely what a text is saying. -Explain inferences in a text.	<ul style="list-style-type: none"> <li>• Textual evidence</li> <li>• Inferences</li> </ul>
	2. (A) (B) 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.	-Define theme. -Analyze details to determine the theme. -Give a summary of a text without adding my own opinion.	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Central idea</li> <li>• Summary</li> </ul>
	3. (A) 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.  (B) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	-Tell how a plot develops through episodes (events) of the characters. -Explain a character’s change in a story.  -Use details in the story that show how a key individual is introduced and developed. -Use details in the story that show how an event is introduced and developed. -Use details in the story that show how an idea is introduced and developed.	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Episodes</li> <li>• Resolution</li>  <li>• Key individual</li> <li>• Anecdotes</li> </ul>

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	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	4. (A) 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.  (B) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	-Explain the meaning of words and phrases found in a text. -Explain both figurative and connotative meanings in a text.  -Explain technical meaning found in a text.	<ul style="list-style-type: none"> <li>• Figurative meanings</li> <li>• Connotative meanings</li> <li>• Tone</li>   <li>• Technical meanings</li> </ul>
	5. (A) 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.  (B) 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.	-Explain how sentences, chapters, scenes, or stanzas contributes to the theme, setting or plot.  -Explain how sentences, paragraph, chapter or section contributes to the idea.	<ul style="list-style-type: none"> <li>• Stanza</li> <li>• Plot</li> </ul>
	6. (A) Explain how an author develops the point of view of the narrator or speaker in a text.  (B) Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	-Explain how an author develops a point of view.  -Explain the author’s point of view and how it is written into the text.	<ul style="list-style-type: none"> <li>• Point of view</li> </ul>
	7.(A) 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.  (B) 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.	-Compare what I picture when I read to what I see when I watch and hear the story. -Contrast reading a story as to when I watch or hear the story.  -Use information from word and media formats to develop a deeper understanding of the topic.	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li>   <li>• Media formats</li> </ul>

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	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	8. (A) Not applicable to literature)  (B) 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.	-Follow and evaluate the evidence an author presents as supporting or not supporting.	<ul style="list-style-type: none"> <li>• Evaluate</li> <li>• Argument</li> </ul>
	9. (A) Compare and contrast text 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.  (B) 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).	-Name different genres and explain their characteristics. -Compare two or more different genres as show how they have the same theme. -Contrast two or more different genres as show how they have the same theme.  -Compare two or more authors’ writings of the same topic. -Contrast two or more authors’ writings of the same topic.	<ul style="list-style-type: none"> <li>• Genre</li>   <li>• Compare</li> <li>• Contrast</li> </ul>
	10. (A) 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.  (B) 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.	-Read and understand literature that is appropriate to my reading level.  -Read and understand nonfiction that is appropriate to my reading level.	

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	Cluster	I Can...	Key Vocabulary
<b>Writing</b>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>-Write an argument that provides clear evidence and reason and a concluding statement.</p> <p>-Use credible resources.</p> <p>-Use a formal style when writing and argument.</p>	<ul style="list-style-type: none"> <li>● Credible sources</li> <li>● Formal style</li> <li>● Concluding statement</li> </ul>
	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>-Write an informative text that examines a topic and provides ideas through my choice of materials, organization and analysis of the information.</p> <p>-Use transitions that help clarify concepts in the text.</p> <p>-Use words that relate to my topic.</p> <p>-Present my information in a formal style with a concluding statement.</p>	<ul style="list-style-type: none"> <li>● Formatting</li> <li>● Graphics</li> <li>● Transitions</li> <li>● Domain-specific vocabulary</li> <li>● Relevant facts</li> <li>● Concluding statement</li> <li>● Informative text</li> <li>● Explanatory text</li> </ul>

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	Cluster	I Can...	Key Vocabulary
<b>Writing</b>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>-Define a narrative.</p> <p>-Write a narrative with detail and well-structured events.</p> <p>-Identify narrative techniques.</p> <p>-Write a narrative using narrative techniques to create the story.</p> <p>-Use transition words to create a change in time.</p> <p>-Bring my narrative to a logical conclusion.</p>	<ul style="list-style-type: none"> <li>• Narratives</li> <li>• Dialogue</li> <li>• Transition words</li> <li>• Precise words</li> <li>• Sensory language</li> <li>• Event sequence</li> </ul>
	<p>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).</p>	<p>-Write a clear and organized piece of writing that shows my understanding of a specific writing style.</p>	
	<p>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.)</p>	<p>-Plan, revise, edit and rewrite to strengthen my writing.</p> <p>-Recognize when I need to change my approach.</p>	<ul style="list-style-type: none"> <li>• Plan</li> <li>• Revise</li> <li>• Edit</li> <li>• Rewrite</li> </ul>
	<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>-Identify the technologies that will help me write and publish my writing.</p> <p>-Use proper keyboarding skills to type a minimum of three pages in a single sitting.</p>	

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	Cluster	I Can...	Key Vocabulary
<b>Writing</b>	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	-Use a variety of sources to conduct a short research project.	
	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.	-Collect information from a variety of sources. -Determine the credibility of the resources. -Quote or paraphrase information. -List bibliographic information.	<ul style="list-style-type: none"> <li>• Credibility</li> <li>• Paraphrase</li> <li>• Plagiarism</li> <li>• Bibliographic information</li> </ul>
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> 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”). b. Apply <i>grade 6 Reading standards</i> 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”).	-Compare and contrast different genres with similar themes or topics. -Determine arguments that are supported by reason and those that are not.	<ul style="list-style-type: none"> <li>• Analysis</li> <li>• Reflection</li> <li>• Research</li> </ul>
	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.	-Write over an extended period of time. -Write in a single or two day setting.	

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<b>Speaking &amp; Listening</b>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>-Prepare for a discussion by reading and studying material about the topic.</p> <p>-Follow the rules for talking in a group.</p> <p>-Answers questions using details that add to the topic.</p> <p>-Summarize the key ideas from the discussion that show more than one point of view.</p>	<ul style="list-style-type: none"> <li>• Collaborate discussions</li> <li>• Diverse partners</li> <li>• Elaboration</li> <li>• Collegial discussion</li> <li>• Multiple perspectives</li> <li>• Paraphrasing</li> </ul>
	<p>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.</p>	<p>-Interpret information found in media and explain how it adds to the information.</p>	<ul style="list-style-type: none"> <li>• Diverse media</li> </ul>
	<p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>-Identify claims that are reasonable and those that are not.</p>	<ul style="list-style-type: none"> <li>• Delineate</li> </ul>
	<p>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.</p>	<p>-Present my information in a logical sequence using pertinent information, eye contact, volume and clear pronunciation.</p>	<ul style="list-style-type: none"> <li>• Pertinent descriptions</li> </ul>

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	Cluster	I Can...	Key Vocabulary
Speaking & Listening	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify Information.	-Include multimedia in presentations when appropriate.	<ul style="list-style-type: none"> <li>• Multimedia components</li> </ul>
	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	-Adapt a speech to a variety of audiences.	
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>	-Use pronouns correctly in my work and correct others.	<ul style="list-style-type: none"> <li>• Intensive pronouns</li> <li>• Vague pronouns</li> </ul>
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>	-Use parentheses and dashes correctly. -Find and correct misspelled words.	<ul style="list-style-type: none"> <li>• Nonrestrictive/ parenthetical elements</li> </ul>

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<b>Language</b>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p>-Use a variety of sentence patterns in my writing.</p> <p>-Use a variety of sentence patterns in my speaking.</p>	<ul style="list-style-type: none"> <li>• Sentence patterns</li> </ul>
	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>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.</p> <p>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).</p>	<p>-Use context to help determine the meaning of a word or phrase.</p> <p>-Use Greek or Latin affixes and roots as clues to determine the meaning of a word.</p> <p>-Use reference materials to help understand the pronunciation or meaning of a word.</p>	<ul style="list-style-type: none"> <li>• Context</li> <li>• Greek affixes</li> <li>• Latin affixes</li> <li>• Roots</li> </ul>
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>-Tell the meaning of figures of speech.</p> <p>-Use the relationship of words to help understand words.</p> <p>-Explain connotations.</p> <p>-Explain denotations.</p>	<ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Personification</li> <li>• Connotation</li> <li>• Denotation</li> </ul>

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	Cluster	I Can...	Key Vocabulary
Language	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	-Correctly use grade–appropriate words and phrases.	

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