

Grade 6

ELA Standards Summary

Total Reviews	1509		<p align="center">Breakdown by Review Type</p> <p align="center">Suggest Changes 10%</p> <p align="right">Keep As Is 90%</p>	
Keep As Is	1352	Educator		1085
		Elected Official		0
		Institution or Higher Education Faculty		0
		K-12 Administrator		167
		Member of Organization		1
		Other		72
		Parent/Guardian		27
Student	0			
Suggest Changes	157	Educator		156
		Elected Official	0	
		Institution or Higher Education Faculty	0	
		K-12 Administrator	0	
		Member of Organization	0	
		Other	0	
		Parent/Guardian	1	
Student	0			
			Change Suggestions	
		Removed	11	
		Rewritten	48	
		Broken Up	26	
		Moved to a Different Level	72	

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
ELA-Literacy.L.6.1a	22	92%	2	8%	0	1	1	0
ELA-Literacy.L.6.1b	19	95%	1	5%	0	0	0	1
ELA-Literacy.L.6.1c	19	95%	1	5%	1	0	0	0
ELA-Literacy.L.6.1d	18	90%	2	10%	2	0	0	0
ELA-Literacy.L.6.1e	19	95%	1	5%	1	0	0	0
ELA-Literacy.L.6.2a	19	86%	3	14%	1	1	1	0
ELA-Literacy.L.6.2b	18	82%	4	18%	2	0	0	2
ELA-Literacy.L.6.3a	20	95%	1	5%	1	0	0	0
ELA-Literacy.L.6.3b	21	100%	0	0%	0	0	0	0
ELA-Literacy.L.6.4a	20	100%	0	0%	0	0	0	0
ELA-Literacy.L.6.4b	19	100%	0	0%	0	0	0	0
ELA-Literacy.L.6.4c	20	100%	0	0%	0	0	0	0
ELA-Literacy.L.6.4d	17	89%	2	11%	2	0	0	0
ELA-Literacy.L.6.5a	17	94%	1	6%	1	0	0	0
ELA-Literacy.L.6.5b	17	94%	1	6%	1	0	0	0
ELA-Literacy.L.6.5c	16	89%	2	11%	2	0	0	0
ELA-Literacy.L.6.6	23	100%	0	0%	0	0	0	0
ELA-Literacy.RI.6.1	24	96%	1	4%	1	0	0	0
ELA-Literacy.RI.6.10	23	96%	1	4%	1	0	0	0
ELA-Literacy.RI.6.2	21	84%	4	16%	0	2	2	0
ELA-Literacy.RI.6.3	20	80%	5	20%	2	2	1	0
ELA-Literacy.RI.6.4	25	96%	1	4%	1	0	0	0
ELA-Literacy.RI.6.5	24	86%	4	14%	0	2	2	0
ELA-Literacy.RI.6.6	25	100%	0	0%	0	0	0	0
ELA-Literacy.RI.6.7	22	92%	2	8%	2	0	0	0
ELA-Literacy.RI.6.8	21	88%	3	13%	1	2	0	0
ELA-Literacy.RI.6.9	23	96%	1	4%	1	0	0	0
ELA-Literacy.RL.6.1	30	97%	1	3%	1	0	0	0
ELA-Literacy.RL.6.10	27	93%	2	7%	1	1	0	0
ELA-Literacy.RL.6.2	25	81%	6	19%	0	3	3	0
ELA-Literacy.RL.6.3	21	81%	5	19%	1	2	2	0
ELA-Literacy.RL.6.4	25	83%	5	17%	0	3	2	0
ELA-Literacy.RL.6.5	27	87%	4	13%	0	2	2	0
ELA-Literacy.RL.6.6	25	96%	1	4%	1	0	0	0
ELA-Literacy.RL.6.7	22	79%	6	21%	1	3	1	1
ELA-Literacy.RL.6.8	12	100%	0	0%	0	0	0	0
ELA-Literacy.RL.6.9	26	96%	1	4%	1	0	0	0
ELA-Literacy.SL.6.1a	11	79%	3	21%	1	1	1	0
ELA-Literacy.SL.6.1b	11	92%	1	8%	1	0	0	0
ELA-Literacy.SL.6.1c	12	100%	0	0%	0	0	0	0
ELA-Literacy.SL.6.1d	12	100%	0	0%	0	0	0	0

ELA-Literacy.SL.6.2	16	80%	4	20%	2	0	0	2
ELA-Literacy.SL.6.3	15	79%	4	21%	2	1	0	1
ELA-Literacy.SL.6.4	16	80%	4	20%	2	2	0	0
ELA-Literacy.SL.6.5	18	90%	2	10%	1	1	0	0
ELA-Literacy.SL.6.6	18	90%	2	10%	1	0	0	1
ELA-Literacy.W.6.10	20	95%	1	5%	1	0	0	0
ELA-Literacy.W.6.1a	20	100%	0	0%	0	0	0	0
ELA-Literacy.W.6.1b	19	95%	1	5%	0	1	0	0
ELA-Literacy.W.6.1c	17	77%	5	23%	0	2	2	1
ELA-Literacy.W.6.1d	17	81%	4	19%	1	2	1	0
ELA-Literacy.W.6.1e	20	100%	0	0%	0	0	0	0
ELA-Literacy.W.6.2a	14	70%	6	30%	4	1	1	0
ELA-Literacy.W.6.2b	16	84%	3	16%	2	1	0	0
ELA-Literacy.W.6.2c	16	84%	3	16%	3	0	0	0
ELA-Literacy.W.6.2d	19	100%	0	0%	0	0	0	0
ELA-Literacy.W.6.2e	15	83%	3	17%	2	1	0	0
ELA-Literacy.W.6.2f	19	100%	0	0%	0	0	0	0
ELA-Literacy.W.6.3a	17	74%	6	26%	2	2	2	0
ELA-Literacy.W.6.3b	18	90%	2	10%	2	0	0	0
ELA-Literacy.W.6.3c	16	84%	3	16%	3	0	0	0
ELA-Literacy.W.6.3d	17	89%	2	11%	1	1	0	0
ELA-Literacy.W.6.3e	18	95%	1	5%	1	0	0	0
ELA-Literacy.W.6.4	19	90%	2	10%	1	1	0	0
ELA-Literacy.W.6.5	20	95%	1	5%	1	0	0	0
ELA-Literacy.W.6.6	17	68%	8	32%	2	4	1	1
ELA-Literacy.W.6.7	21	100%	0	0%	0	0	0	0
ELA-Literacy.W.6.8	19	79%	5	21%	1	3	1	0
ELA-Literacy.W.6.9a	19	86%	3	14%	2	0	0	1
ELA-Literacy.W.6.9b	18	82%	4	18%	4	0	0	0

ELA-Literacy.L.6.1a

Please explain how you would break up the standard:

Ensure that pronouns are in the proper case (subjective, objective, possessive) as evidenced by their writing. I love that grammar is taught in context as a means to express one's understanding of the meaning of the text they are studying.

Clearly understood.

I agree with it because the language is used everywhere. This is appropriate because without the proper language and punctuation we will not get far in life this is a great tool.

ELA-Literacy.L.6.1b

An objective prior too focuses on this already.

Clearly understood.

The use of intensive pronouns are important.

they need those pronouns because it helps them describe themselves

ELA-Literacy.L.6.1c

Clearly understood.

making sure students are using the correct pronouns

ELA-Literacy.L.6.1d

Recognizing pronouns are important.

ELA-Literacy.L.6.1e

Utilizing different strategies are very important.

ELA-Literacy.L.6.2a

Please explain how you would break up the standard:

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

My students do not have enough knowledge of much more basic skills (parts of speech, independent and dependent clauses, etc.) to be able to effectively address how to set such elements apart.

Clearly understood.

correcting punctuation is important because you have to use the correct punctuations

ELA-Literacy.L.6.2b

Clearly understood.

I am living proof that you can be successful without being able to spell. With the technology we have today, give them a spell check and you are good.

In a world with spell check and so many other priority standards, it seems like we are setting our students up for failure in requiring correct spelling but not providing the time or resources to teach them that skill in lower grades. If we are going to use computers, students should be allowed to use spellcheck. If not, they should have access to dictionaries. It's not realistic that they won't have spelling aids in life.

It's to the point, I guess.
Spelling correctly is important.
ELA-Literacy.L.6.3a
i agree with the sentence patterns
Varying sentence patterns are very important.
ELA-Literacy.L.6.3b
Clearly understood.
have to maintain consistency and tone because you have to stay on subject
Maintaining consistency in style and tone is important.
ELA-Literacy.L.6.4a
Clearly understood.
This should begin in lower grades and continue throughout school.
Word position and function is vital.
ELA-Literacy.L.6.4b
Clearly understood.
Goes well with 6th grade world history.
This standard should also be continuously taught.
ELA-Literacy.L.6.4c
Clearly understood.
ELA-Literacy.L.6.4d
Meaning of words are very important.
ELA-Literacy.L.6.5a
Clearly understood.
ELA-Literacy.L.6.5b
Clearly understood.
Relationships between words are very important.
ELA-Literacy.L.6.5c
ELA-Literacy.L.6.6
Clearly understood.
Domain specific words are very important.
ELA-Literacy.RI.6.1
Cite textual evidence is very important.
Once again, very straightforward and easily understood by all concerned. Again - all standards should be written in this manner.
Students must be able to read and interpret information in order to effectively respond.

The standard is essential when giving evidence based answers.

when the student has to cite where they have found the evidence stated, it helps them explain the answer that they have found

ELA-Literacy.RI.6.10

Since Common Core in focused on evidence based answers, this standard is essential.

Students should be faced with challenging material and given opportunities to work through it.

ELA-Literacy.RI.6.2

Please explain how you would break up the standard: Dividing this into three separate standards is best. Students struggle with informational texts to begin with, having to do all together is daunting and overwhelming.

1. Determine a central idea of a text.
2. Determind how the central idea of a text is conveyed through particular details.
3. Provide a summary of the text distinct from personal opinions or judgments.

Please explain how you would break up the standard:

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.

The ability to determine a central idea is very important.

The standard should be taught in fourth and fifth grades. It should be reviewed and used continuously throughout higher graders.

this allows the student to express their opinion

ELA-Literacy.RI.6.3

I have rewritten all sixth ELA standards. You have made this a grueling process to input online, and as a teacher who works on ideas all summer and starts school in two days, I do not have the hours to put into posting for every standard I rewrote. I am emailing them to the address you posted on this site.

I do not think these sixth grade standards are all wrong. I do think with our state population that they are ALL poorly written grade levels above the students and teachers in this state. I have rewritten them so that they can be read and understood by the people they are intended for.

Please explain how you would break up the standard:

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

This standard is too closely written to RI.6.5. It should be more clearer.

The ability to analyze in detail is very important.

This is challenging to teach, but it helps students gain a much deeper understanding of the structure and message of the text with which they are working.

This should be introduced in sixth grade.

ELA-Literacy.RI.6.4

Again straightforward and easily understood by all.

Vocabulary in context is essential, especially in technical writing.

ELA-Literacy.RI.6.5

Please explain how you would break up the standard: This standard should be broken in to two.

1. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.
2. Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.

Please explain how you would break up the standard:

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.

I would remove sentence from here, because it does not have the same relationship of "part to whole" as a paragraph, chapter, or section would.

ELA-Literacy.RI.6.6

Determining the authors point of view is important.

Kids have to be able to recognize potential bias to form their own opinions.

shows us whether the student has been following a long

Straightforward, easily understood by all.

ELA-Literacy.RI.6.7

Text features are really helpful in illustrating a concept, especially for students who struggle with words.

ELA-Literacy.RI.6.8

Determine and analyze claims of the text that are supported by reasons and evidence.

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.

*I just think that "evidence from claims that are not" needs to be clarified. Are we talking about opinions within the text?

Again, this helps students identify possible bias.

The ability to trace and evaluate the argument the argument is important.

ELA-Literacy.RI.6.9

Helps students identify bias.

ELA-Literacy.RL.6.1

Citing textual evidence and understanding what is explicit and what is inferred go well together. I believe if th estudents understands first the explicit meaning of a text, they will then pick up and better understand inferences.

Citing textual evidence is key to the text based questioning, writing, and comprehension components of teaching ELA- this standard has made our curriculum more targeted and more purposeful. It should remain as it is.

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

students need to be able to support answers

This is an absolutely essential skill in college and in career. Students must be able to support their analysis of ANY material they are given with information gathered from sources outside of themselves. This is the single most important ELA standard, in my opinion.

This standard requires students to go back to the text and use the text to further their understanding of the text.

This standard will insure comprehension.

ELA-Literacy.RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band.

I like that students are expected to read more complex and challenging material. I would like things to be more specifically broken up by grade, as opposed to the band of grades altogether, though this does afford more opportunity for advancing students further.

I want my kids to be pushed to read on grade level and challenged.

It offers a broader range of reading materials.

Scaffolding is a very important process.

ELA-Literacy.RL.6.2

Please explain how you would break up the standard: Just break it up and use clear language. 1. Determine a theme or central idea of a text; demonstrate how it is conveyed through particular details. 2. Provide a summary of the text without using personal opinions or judgments.

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.

Please explain how you would break up the standard: By separating the 2 tasks. Allowing the student to firmly grasp determining a theme or central idea and how it is conveyed is daunting for a 6th grade student and adding a summary as requested adds a stress that takes away from the understanding of theme. By breaking the standard into two, the teacher can first focus on making sure the student understands theme and central idea before having to write a summary.

1. Determine a theme or central idea of a text and how it is conveyed through particular details.
2. Provide a summary of the text distinct from personal opinions or judgments.

Please explain how you would break up the standard:

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.

Students must be able to understand the overall message.

This standard requires students to think of a theme or central idea from the moment they begin reading until the end.

ELA-Literacy.RL.6.3

Please explain how you would break up the standard: Breaking the standard into two parts and teaching separately will help the student to first understand what is expected of them by describing how the plot unfolds through a series of events. Once the students has a good grasp of plot and how it "unfolds" this could naturally move into how the characters respond or change as the plot changes.

1. Describe how a particular story's or drama's plot unfolds in a series of episodes
2. Describe how the characters respond or change as the plot moves toward a resolution.

Please explain how you would break up the standard:

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.

The standards needs to be more specific in terms of what is needed for the student. This standard is difficult to distinguish as it is written from RL.6.5. Does this standard want us only to look at characterization and generalized plot points or more specific plot points. If there were more clarification for this standard, it would be helpful for teachers and students. As it is written, it is too general and needs to be focused.

Describe how conflict, setting, plot points, etc unfold and develop and how characters respond or change as the plot moves toward a resolution.

Understanding plot is important because it helps teach cause and effect.

ELA-Literacy.RL.6.4

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.

Since figurative and connotative meanings are also found in the Language standard, the first part of this standard is repetitive.

"Analyze the impact of a specific word choice on meaning and tone" should be kept.

Please explain how you would break up the standard:

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

Analyze the impact of a figurative and connotative word choice on meaning and tone.

Please explain how you would break up the standard:

One should just focus on meaning of the words/phrases.

The second sounds like a complete study of author's tone--what it means and what it is this particular examples from text.

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.

By analyzing the impact of a specific word choice the students can better determining the meaning, in this case working backwards is helpful.

Understanding vocabulary in context is worlds better than memorizing a series of SAT words.

ELA-Literacy.RL.6.5

Please explain how you would break up the standard: This too should be broken up as to not overwhelm the student. First learning to analyze and tell how a sentence, chapter, scene, or stanza fits into the overall structure is enough. Then once that is understood (not necessarily mastered, but student has a clear understanding), then apply how it contributes to development.

1. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.
2. Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.

Please explain how you would break up the standard:

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.

I think the chapter, scene, and stanza could work here, but I would remove the "sentence", because it feels incongruous. A sentence is a different type of component. a chapter, scene, or stanza all represent a substantial chunk of a larger work, but a sentence can only relate to a paragraph, article, or essay, and I would not teach students to analyze the sentence component as a part of a whole in the same way.

ELA-Literacy.RL.6.6

It requires students to look beyond first, second, third person point of view and really analyze why an author wrote a piece the way he did.

Point of view has a major impact on the message of any text. It's important for students to identify that so they can also identify bias.

Straightforward, not excessively written and easily understood by student, parent, and teacher. All should be written this clearly.

ELA-Literacy.RL.6.7

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. Contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

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.

The remainder of the standard could be added to the 7th grade standard.

Please explain how you would break up the standard:

Compare the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. With the same passage, contrast what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

I really like this idea, and it's something I do with my students often - for example, if we read a play, then we watch a stage or screen version of it and discuss the differences. We can do the same thing with novels and movies, too. However, I don't think it's an essential skill for students to be able to compare them, and with so many other important standards, this one just seems unnecessary.

The standard is on level.

This standard gives students the opportunity to receive the same basic information in two way. this helps a wider variety of learners.

ELA-Literacy.RL.6.8

ELA-Literacy.RL.6.9

Compare and contrast is correct.

it gives students the opportunity to understand different methods to achieving an answer.

Students will continue to gain knowledge and information in different formats throughout their lives (articles, music, movies, radio, books, etc.), and it is useful to be able to incorporate different sources on the same topic to gain a fuller picture.

ELA-Literacy.SL.6.1a

Please explain how you would break up the standard:

Come to discussions prepared, having read or studied required material.

Explicitly draw on prepared reading material by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Preparation before class is a great standard because it will help the students as well as teachers to function more efficiently, however, we as educators cannot guarantee that students will prepare each day.

ELA-Literacy.SL.6.1b

Goes hand in hand with readers workshop

ELA-Literacy.SL.6.1c

ELA-Literacy.SL.6.1d

ELA-Literacy.SL.6.2

I don't really see a reason in this specific standard.

This is almost identical to the informational text standard. It seems like if a student can use this skill while reading, it goes without saying that they could use it in a verbal argument.

ELA-Literacy.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. □

Delineate??????

Again, this seems identical to the informational text standard that asks students to do this with written text. It seems unnecessary.

The standard aligns with evidence based answers.

ELA-Literacy.SL.6.4

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.

Do we really need to use the word "accentuate" with sixth graders?

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume, and clear pronunciation.

ELA-Literacy.SL.6.5

Not all students or schools are equipped to allow for this standard.

When available, include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELA-Literacy.SL.6.6

All grade levels should continue practicing this standard.

This concept is above the 6th grade ability and more confusing and overwhelming to them as they have difficulty understanding how or why to adapt speech to a variety of contexts and tasks.

ELA-Literacy.W.6.10

By writing routinely students writing will improve over time.

On the PARCC assessment, I do not agree with the time constraints given to the students. They are asked to comprehend, analyze, synthesize, and evaluate more complex text than ever before. This requires TIME to think. When given the time, students can do amazing things! The last year of iLEAP was not timed, and I saw some of the highest scores in comprehension and writing that I have seen in all the years I have been teaching. Please reconsider the time limits by eliminating them or increasing them to double what they are now.

Students need more routinely writing time frames.

Students should learn to write using various time frames. They should be able to adjust according to the task. Sixth graders should at least be exposed to this standard.

ELA-Literacy.W.6.1a

Clear and straightforward.

Sixth graders should be able to complete this proficiently.

This standard helps focus students writing around a thesis statement and leads to better writing in middle school, high school and beyond.

ELA-Literacy.W.6.1b

Support claim(s) with clear reasons and relevant evidence, using credible sources from the topic or text.

Identifying reliable sources is hugely important with today's technology.

This is a reasonable standard for sixth graders who are given the text.

Works hand in hand with the reading standard around citing evidence- here students are supporting their claims with evidence from a text. Very real world oriented. Can be applied to a range of content areas.

ELA-Literacy.W.6.1c

Please explain how you would break up the standard:

Use words and phrases to clarify the relationships among claim(s) and reasons.

Please explain how you would break up the standard:

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

At this point, having taught 6th grade ELA for 5 years, my students DO NOT have the foundational skills needed to tackle this standard. At some point, we MUST address the need for younger students to learn basic concepts including parts of speech and sentence structure. If my students have no idea what a preposition is, it's very challenging for me to explain how to use any phrase or clause to effectively clarify word/idea relationships.

6th grade students are having difficulty grasping claims as it is, having them use words, phrases and clauses to clarify something they are already confused about is asking too much.

Sixth graders should make connections and give clear and concise reasons for the connections.

ELA-Literacy.W.6.1d

Establish and maintain a formal style.

Formal style needs to be explained or defined.

Please explain how you would break up the standard:

Establish and maintain a formal style.

What is formal style?

Clear and precise.

ELA-Literacy.W.6.1e

Clear and precise.

This standard should absolutely stay. Many students struggle with conclusion statements. This is a standards that must be addressed in earlier grades as well.

ELA-Literacy.W.6.2a

Please explain how you would break up the standard:

1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, 2. classification, 3. comparison/contrast, and 4. cause/effect; This should be a separate standard. include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

ELA-Literacy.W.6.2b

Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

this allow students to give there work creditability citing specific to where they've found the work.

ELA-Literacy.W.6.2c

Clear and concise.

i agree with using the appropriate transition to clarify students work to find the concept of the idea

ELA-Literacy.W.6.2d

All grade levels must learn to use precise vocabulary that is relevant to the topic.

Clearly understood by all.

ELA-Literacy.W.6.2e

Establish and maintain a formal style.

We need a lot more specific information about what "formal" style is.

Easily understood by all.

ELA-Literacy.W.6.2f

Easily understood by all.

This standard should be stressed because many students struggle with the concept.

ELA-Literacy.W.6.3a

Please explain how you would break up the standard: this standard should be broken down into two separate standards.

1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
2. Organize an event sequence that unfolds naturally and logically.

Please explain how you would break up the standard:

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.

ELA-Literacy.W.6.3b

ELA-Literacy.W.6.3c

Clearly understood by all.

ELA-Literacy.W.6.3d

I don't care for the word precise in the standard. I feel it is demanding more than a 6th grader can convey.

Use words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

using precise words and phrases gives the student the ability his thoughts through prior experiences

ELA-Literacy.W.6.3e

Clearly understood by all.

ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to audience.

Clear and coherent writing are appropriate.

This leaves flexibility for different types of writing.

ELA-Literacy.W.6.5

Easily understood by all.

Kids need to know it's okay to make changes, and that the more you work on something, the better it is.

Planning is very important .

ELA-Literacy.W.6.6

Please explain how you would break up the standard:

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.

The portion of this standards requiring students to demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting should be moved to 7th or 8th grade.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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 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; demonstrate sufficient command of keyboarding skills to type a minimum of two-three pages in a single sitting.

by using technology including the internet it allows the students to keep up with the rest of the student population

Students must be able to find reliable sources, share their ideas, receive feedback, and TYPE. One of the biggest problems my students have is a lack of formal technology classes/training. They live in a hugely more connected world, but they have a much less well-developed sense of how to navigate it for official purposes.

The use of technology is vital.

There is no time in the ELA classroom to teach students to type. I am also not equipped with enough keyboards for my students to keen to type. Not realistic as a standard for an ELA teacher to achieve with their students.

Typing three pages in a single sitting is very ambitious for a 6th grader especially when our At-Risk students have not had the exposure to formal keyboarding.

ELA-Literacy.W.6.7

Clear and easily understood by all.

Short research projects are important.

ELA-Literacy.W.6.8

Gather relevant information from multiple print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Please explain how you would break up the standard:

Gather relevant information from multiple print and digital sources.

Assess the credibility of sources (e.g. internet, books).

Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

The remainder of this standard should be moved to 8th grade.

Gather relevant information from multiple print and digital sources and assess the credibility of each source.

ELA-Literacy.W.6.9a

Not necessarily deleted, but theme is a highly abstract concept that most 6th and 7th graders are not ready to analyze independently.

ELA-Literacy.W.6.9b

Applying 6th grade standards are very important.

This should continue to be the focus for all students.