

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: Spelling Classroom

Subject: Language Arts

Grade: 6

Correlation Options: Show Correlated

South Carolina Standards & Learning

Language Arts

Grade: 6 - Adopted: 2015

STANDARD / COURSE	SC.6.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	6.RL.LCS .9.	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS .9.1.	Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone. <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STANDARD / COURSE	SC.6.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	6.RL.LCS .10.	Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS .10.1.	Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase. <u>Spelling Classroom</u> <u>Sentence Completion</u> Match words with their appropriate contextual sentence. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting. <u>Word Jumble</u> Move letters with cursor to form correctly spelled word.
GRADE LEVEL EXAMPLE / STAGE	6.RL.LCS .10.6.	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon. <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STANDARD / COURSE	SC.6.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	6.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	6.RI.P.4. 3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Spelling Classroom</u>

		<p>Scrambled Sentences Drag and drop the words to form a correct sentence before the time runs out.</p> <p>Sentence Completion Match words with their appropriate contextual sentence.</p> <p>Word Introduction Words are pronounced and introduced in a contextual setting.</p> <p>Word Jumble Move letters with cursor to form correctly spelled word.</p>
STANDARD / COURSE	SC.6.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	6.RI.LCS. 8.	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	6.RI.LCS. 8.1.	<p>Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.</p> <p>Spelling Classroom Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
STANDARD / COURSE	SC.6.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	6.RI.LCS. 9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	6.RI.LCS. 9.1.	<p>Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</p> <p>Spelling Classroom Scrambled Sentences Drag and drop the words to form a correct sentence before the time runs out.</p> <p>Sentence Completion Match words with their appropriate contextual sentence.</p> <p>Word Introduction Words are pronounced and introduced in a contextual setting.</p> <p>Word Jumble Move letters with cursor to form correctly spelled word.</p>
STANDARD / COURSE	SC.6.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	6.W.MCC. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	6.W.MCC. 2.1.	Write informative/explanatory texts that:
INDICATOR	6.W.MCC. 2.1.k.	<p>Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list.</p>
STANDARD / COURSE	SC.6.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.W.MCC.	Meaning, Context, and Craft (MCC)

PERFORMANCE DESCRIPTOR / STANDARD	6.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	6.W.MCC.3.1.	Gather ideas from texts, multimedia, and personal experience to write narratives that:
INDICATOR	6.W.MCC.3.1.g.	Use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters. Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list.
STANDARD / COURSE	SC.6.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	6.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	6.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXAMPLE / STAGE	6.W.L.4.1.	When writing:
INDICATOR	6.W.L.4.1.e.	Recognize variations from standard English in one's own and others' writing. Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list. Scrambled Sentences Drag and drop the words to form a correct sentence before the time runs out. Vocabulary Test Select the correct definition for each word in this multiple choice environment. Word Introduction Words are pronounced and introduced in a contextual setting. Writing Sentences Hear each word and then type in a sentence using the word in context.
INDICATOR	6.W.L.4.1.f.	Identify and use strategies to improve expression in conventional language. Spelling Classroom Paragraph Writing Write a paragraph incorporating each word from the list.