

6th Grade

English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Frameworks Grade Level Expectations
Reading Strands: Reading for Literature	
CC.6.R.L.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CT.6.R.7: State both literal and/or inferred main ideas.
	CT.6.R.6: Make and support judgments about text.
	--Cite textual evidence to support explicit and inferred understandings.
CC.6.R.L.2: 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 and judgments.	CT.6.R.7: State both literal and/or inferred main ideas.
	CT.6.R.11: Summarize information without stating opinions or making judgments by including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
	CT.5.R.8: Identify recurring themes in literature, including books by the same author.
	CT.5.R.11: Summarize the major actions that define the plot and how actions lead to conflict or resolution.
CC.5.R.L.3: 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.	CT.6.R.12: Describe how major and minor characters change over time.
	CT.6.R.17: Interpret cause-and-effect relationships specifically related to story episodes or events.
	CT.6.R.8: Identify the type of conflict in a text and recognize how it affects the characters' actions and how it moves toward resolution.
CC.6.R.L.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	CT.6.R.20: Evaluate the author's use of various techniques to influence readers' perspectives (e.g., use of figurative language).
	CT.6.R.19: Explain the impact of literary devices on meaning

<p>meaning and tone.</p>	<p>and tone.</p> <p>CT.6.R.1: Use word origins to determine the meaning of unknown words.</p> <p>CT.6.R.2: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words.</p> <p>CT.6.R.5: Use cueing system and context clues to determine meanings of words.</p> <p>CT.5.R.27: Recognize author’s perspective and cite supporting literary/narrative text details or information text facts.</p>
<p>CC.5.R.L.5: Analyze how a particular sentences, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p>	<p>--Analyze how a particular sentences, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>CT.6.R.20: Evaluate the author’s use of various techniques to influence readers’ perspective</p> <p>CT.6.R.10: Explain the influence of setting on mood, character and plot.</p> <p>CT.6.R.14: Explain the use of flashbacks to convey meanings.</p> <p>CT.6.R.13: Explain the use of foreshadowing and parallel plots to convey meaning.</p> <p>CT.6.R.19: Explain the impact of literary devices on meaning.</p> <p>CT.4.R.32: Determine an author’s purpose for including or omitting details to create meaning.</p>
<p>CC.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>CT.6.R.9: Identify the point of view used (e.g., first, second, third or omniscient) and interpret how point of view influences the text.</p>
<p>CC.6.R.L.7: Compare and contrast the experience of reading a story, drama or poem to listening to and 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.</p>	<p>--Compare and contrast the experience of reading a story, drama or poem to listening to and 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.</p> <p>CT.4.R.28: Use multiple texts to compare and contrast characters, settings, plots, themes, conflicts and point of view.</p> <p>CT.7.R.17: Evaluate how authors, illustrators and filmmakers express political and social issues.</p>

<p>CC.6.R.L.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar topics and themes.</p>	<p>CT.6.R.15: Explain various subgenres of fiction based on their characteristics (e.g., science fiction, fantasy, myth, legends).</p>
	<p>CT.7.R.18: Evaluate ideas, themes and issues across texts.</p>
	<p>CT.7.R.9: Explain the similarities and differences in how an idea or concept is expressed in multiple texts.</p>
	<p>CT.7.R.17: Evaluate how authors, illustrators and filmmakers express political and social issues.</p>
<p>CC.6.R.L.10: 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.</p>	<p>--By the end of 6th grade, read and comprehend literature including stories, dramas and poems in the grades 6-8 text complexity band (Lexile Band 900-999).</p>
	<p>CT.6.R.4: Select appropriate strategies for different reading purposes.</p>
	<p>CT.6.R.28: Set and monitor reading goals, making adjustments and corrections as needed.</p>
	<p>CT.6.R.26: Choose a variety of genres to read, hear, view and write for personal enjoyment.</p>

Reading Strand: Reading for Information	
CC.6.R.I.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	--Cite textual evidence to support explicit and inferred understandings.
	CT.6.R.7: State both literal and/or inferred main ideas.
	CT.6.R.6: Make and support judgments about text.
CC.6.R.I.2: 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.	CT.6.R.7: State both literal and/or inferred main ideas.
	CT.6.R.11: Summarize information without stating opinions or making judgments by including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
CC.6.R.I.3: Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text.	--Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text.
	CT.6.R.20: Evaluate the author's use of various techniques to influence readers' perspective
	CT.6.R.2: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words.
	--Recognize and explain the meaning of common idioms, adages and proverbs as well as other forms of figurative language (e.g., metaphors, similes).
	CT.6.R.3: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts.
	CT.6.R.4: Select appropriate strategies for different reading purposes.
CC.6.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	CT.6.R.1: Use word origins to determine the meaning of unknown words.
	CT.6.R.2: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words.
	CT.6.R.3: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts.

<p>CC.6.R.I.5: 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.</p>	<p>--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.</p> <p>CT.6.R.20: Evaluate the author’s use of various techniques to influence readers’ perspectives.</p> <p>CT.4.R.32: Determine an author’s purpose for including or omitting details to create meaning.</p> <p>CT.5.R.19: Explain how specific text features help you understand a selection.</p>
<p>CC.6.R.I.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>CT.6.R.9: Identify the point of view used (e.g., first, second, third or omniscient) and interpret how point of view influences the text.</p> <p>CT.6.R.25: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.</p> <p>CT.6.R.29: Identify and explain the author’s purpose for writing a particular text.</p>
<p>CC.6.R.I.7: 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.</p>	<p>CT.6.W.17: Plan; gather information using an organizer from a range of resources to analyze, synthesize and/or evaluate information to plan writing.</p> <p>CT.6.R.25: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology sources.</p> <p>CT.6.R.18: Explain how information in a text could be applied to understand a similar situation or concepts in another text.</p> <p>CT.6.R.11: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one’s own words.</p> <p>CT.6.R.6: Make and support judgments about text and other media.</p>
<p>CC.6.R.I.8: Trace and evaluate the argument and specific claims</p>	<p>CT.6.R.24: Decide if the author’s ideas are grounded in fact by</p>

<p>in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>tracing and evaluating the argument and specific claims. CT.6.R.25: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology sources.</p>
<p>CC.6.R.I.9: Compare and contrast one author’s presentation of events with that of another.</p>	<p>--Compare and contrast one author’s presentation of events with that of another. CT.6.R.21: Understand how social, cultural and historical contexts contribute to an author’s perspective. CT.6.R.17: Interpret cause-and-effect relationships. CT.6.R.29: Identify and explain the author’s purpose for writing a particular text.</p>
<p>CC.6.R.I.10: 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.</p>	<p>--By the end of 6th grade, read and comprehend literary nonfiction in the grades 6-8 text complexity band (Lexile Band 900-999). CT.6.R.4: Select appropriate strategies for different reading purposes. Ct.6.R.28: Set and monitor reading goals, making adjustments and corrections as needed. CT.6.R.26: Choose a variety of genres to read, hear, view and write for personal enjoyment.</p>

Writing Standards:	
CC.6.W.1: Write arguments to support claims with clear reasons and relevant evidence.	CT.6.W.27: Write an informational report using cause-and-effect structure
	CT.6.W.31: Write a persuasive piece that incorporates research and information.
	CT.6.W.30: Write a persuasive piece using “least to most important” arguments.
CC.6.W.1.a: Introduce claims(s) and organize reasons and evidence clearly.	-- Introduce claims(s) and organize reasons and evidence clearly.
	CT.6.W.36: Construct introductions using various approaches (e.g., rhetorical question, interesting fact, brief history, captivating moment).
CC.6.W.1.b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	-- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
CC.6.W.1.c: Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.	-- Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
CC.6.W.1.d: Establish and maintain a formal style.	-- Establish and maintain a formal style.
CC.6.W.1.e: Provide a concluding statement or section that follows from the argument presented.	-- Provide a concluding statement or section that follows from the argument presented.
	CT.6.W.37: Construct conclusions using various approaches (e.g., summary, interesting fact, echoed introduction).
CC.6.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	CT.6.W.27: Write an informational report using cause-and-effect structure.
	CT.6.W.28: Write an informational piece with a spatial order or chronological order.
	CT.6.W.29: Write in forms associated with specific tasks or careers (e.g., application for student body office, presentation software as a visual aid).
	CT.6.W.26: Write a compare/contrast essay, grouping similarities together and differences together.
CC.6.W.2.a: Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification,	-- Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification,

comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.	comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
CC.6.W.2.b: Develop the topic with relevant facts, definition, concrete details, quotations or other information and examples.	--Develop the topic with relevant facts, definition, concrete details, quotations or other information and examples.
CC.6.W.2.c: Use appropriate transitions to clarify the relationships among ideas and concepts.	--Use appropriate transitions to clarify the relationships among ideas and concepts.
CC.6.W.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	CT.6.R.3: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts and explain a topic.
CC.6.W.2.e: Establish and maintain a formal style.	--Establish and maintain a formal style.
CC.6.W.2.f: Provide a concluding statement or section that follows from the information or explanation presented.	--Provide a concluding statement or section that follows from the information or explanation presented.
	CT.6.W.37: Construct conclusions using various approaches.
CC.6.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	CT.6.W.24: Write a memoir.
	CT.6.W.25: Write a mystery with elements (e.g., clues, suspense, red herring).
CC.6.W.3.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.	--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.
CC.6.W.3.b: Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.	CT.7.W.24: Write a fictional story using various literary techniques (e.g., dialogue, humor, figurative language, first or third person, precise language) including all story elements (e.g., setting, plot, theme, character development, events, problem, solution).
CC.6.W.3.c: Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.	--Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
CC.6.W.3.d: Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	--Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
	CT.6.W.23: Expand upon one idea using additional details to create an image.
CC.6.W.3.e: Provide a conclusion that follows from the narrated experiences to events.	--Provide a conclusion that follows from the narrated experiences to events.

	CT.6.W.37: Construct conclusions using various approaches (e.g., summary, interesting fact, echoed introduction).
CC.6.W.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 1-2 above).	CT.6.W.17: Plan; gather information, using an organizer, from a range of resources to analyze, synthesize and/or evaluate information to plan writing.
	CT.6.W.18: Draft; reread text and continue to draft over time.
	CT.6.W.19: Revise; seek and consider feedback from adults and peers to revise text for content, organization and tone.
	CT.6.W.21: Publish and present final products using a range of graphics and illustrative material (e.g., photos, diagrams, threefold displays, informational posters).
CC.6.W.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).	--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).
	CT.6.W.19: Revise; seek and consider feedback from adults and peers to revise text for content, organization and tone.
CC.6.W.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.	CT.6.W.21: Publish and present final products using a range of graphics and illustrative material (e.g., photos, diagrams, threefold displays, informational posters).
	--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.
CC.6.W.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	--Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	CT.6.W.17: Plan; gather information, using an organizer, from a range of resources to analyze, synthesize and/or evaluate information to plan writing.
CC.6.W.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	CT.6.W.17: Plan; gather information, using an organizer, from a range of resources to analyze, synthesize and/or evaluate information to plan writing.

plagiarism and providing basic bibliographic information for sources.	CT.6.R.25: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology sources.
	CT.6.R.11: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
	--Cite sources in research using a bibliographic format.
CC.6.W.9: Draw evidence from literary and informational texts to support analysis, reflection and research.	--Draw evidence from literary and informational texts to support analysis, reflection and research.
CC.6.W.9.a: Apply Grade 6 reading standards to literature.	--Apply Grade 6 reading standards to literature.
CC.6.W.9.b: Apply Grade 6 reading standards to nonfiction.	--Apply Grade 6 reading standards to nonfiction.
CC.6.W.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 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.

Speaking and Listening Standards:	
CC.6.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on other's ideas and expressing their own clearly.	
CC.6.SL.1.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.	CT.6.OL.2: Pose questions, listen to the ideas of others, and contribute own information and ideas based on preparatory activities and background knowledge in group discussions, panel discussions and interviews.
CC.6.SL.1.b: Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.	CT.6.OL.2: Pose questions, listen to the ideas of others, and contribute own information and ideas based on preparatory activities and background knowledge in group discussions, panel discussions and interviews. CT.6.OL.1: Speak with clarity, voice and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.
CC.6.SL.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.	-- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
CC.6.SL.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	-- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CC.6.SL.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.	-- 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. CT.6.R.25: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.
CC.6.SL.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	-- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
CC.6.SL.4: Present claims and findings, sequencing ideas	-- Present claims and findings, sequencing ideas logically and

<p>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>using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.</p>
	<p>CT.6.OL.3: Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.</p>
	<p>CT.6.OL.1: Speak with clarity, voice and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances.</p>
<p>CC.6.SL.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>--Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
<p>CC.6.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 6 Language standards 1 and 3 for specific expectations).</p>	<p>--Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 6 Language standards 1 and 3 for specific expectations).</p>

Language Standards:	
CC.6.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.6.L.1.a: Ensure the pronouns are in the proper case (subjective, objective, possessive).	--Ensure the pronouns are in the proper case (subjective, objective, possessive).
CC.6.L.1.b: Use intensive pronouns (e.g., myself, ourselves).	--Use intensive pronouns (e.g., myself, ourselves).
CC.6.L.1.c: Recognize and correct inappropriate shifts in pronoun number and person.	CT.6.W.10: Show agreement of a pronoun and its referent.
	CT.6.W.11: Maintain consistent person (e.g., first, second, third).
CC.6.L.1.d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	--Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CC.6.L.1.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.	--Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.
	CT.6.OL.4: Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.
CC.6.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	
CC.6.L.2.a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	--Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	CT.6.W.5: Use commas in appositives.
	CT.6.W.6: Use commas to set off direct address.
	CT.6.W.8: Use parentheses.
CC.6.L.2.b: Spell correctly.	CT.6.W.1: Use spelling rules and patterns from previous grades.
	CT.6.W.2: Use multiple strategies to spell (e.g., visual patterns, homophones, affixes, roots).
CC.6.L.3: Use knowledge of language and its conventions when writing, speaking, reading and listening.	
CC.6.L.3.a: Vary sentence patterns for meaning, reader/listener interest and style.	--Vary sentence patterns for meaning, reader/listener interest and style.
CC.6.L.3.b: Maintain consistency in style and tone.	--Maintain consistency in style and tone.
CC.6.L.4: 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.	
CC.6.L.4.a: Use context as a clue to the meaning of a word or phrase.	CT.6.R.5: Use cueing system and context clues to determine meanings of words.
CC.6.L.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Ct.6.R.2: Use abstract, derived root words, prefixes and suffixes from Greek and Latin to analyze the meaning of complex words.
CC.6.L.4.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 of its part of speech.	--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 of its part of speech.
CC.6.L.4.d: Verify the preliminary determination of the meaning of a word or phrase.	CT.5.R.3: Use dictionaries, thesauruses and glossaries to find or confirm word meanings, pronunciation, syllabication, synonyms, antonyms and parts of speech.
CC.6.L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
CC.6.L.5.a: Interpret figures of speech in context.	--Interpret figures of speech in context.
CC.6.L.5.b: Use the relationship between particular words to better understand each of the words.	--Use the relationship between particular words to better understand each of the words.
CC.6.L.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions).	--Distinguish among the connotations (associations) of words with similar denotations (definitions).
CC.6.L.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.	CT.6.R.3: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts.