

Environmental Studies Program

Florida Common Core State Standards - Grade 6

Standard Code	Description (w/Cognitive Complexity and Cluster)
LACC.6.RL.2.4	Determine the meaning of words and phrases as they are used including figuratively and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning) (Cluster 2: Craft and Structure)
LACC.6.RL.4.10	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. (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) (Cluster 4: Range of Reading and Level of Text Complexity)
LACC.6.RI.1.2	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. (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) (Cluster 1: Key Ideas and Details)
LACC.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) (Cluster 2: Craft and Structure)
LACC.6.RI.4.10	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. (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) (Cluster 4: Range of Reading and Level of Text Complexity)
LACC.6.SC.1.1	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 issue's, building on others' ideas and expressing their own clearly. *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. *Follow rules for discussions, set specific goals and discussions, and define individual roles as needed.

*Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion. *Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.

(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning) (Cluster 1: Comprehension and Collaboration)

LACC.6.SL. 1.2

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.

(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning) (Cluster 1: Comprehension and Collaboration)

LACC.6.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) (Cluster 1: Conventions of Standard English)

LACC.6.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parenthesis, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly

(Cognitive Complexity: Level 2: Basic Application of Skills & Concepts) (Cluster 1: Conventions of Standard English)

LACC.6.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading or listening. (Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning) (Cluster 2: Knowledge of Language)

LACC.6.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.

(Cognitive Complexity: Level 2: Basic Applications of Skills & Concepts) (Cluster 3: Vocabulary Acquisition and Use)

LACC.6.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Interpret figures of speech (e.g. personification) in context. B. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwholesome, thrifty)

(Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning) (Cluster 3: Vocabulary Acquisition and Use)

LACC.6.L.3.6

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.

(Cognitive Complexity: Level 1: Recall) (Cluster: Vocabulary Acquisition and Use)

