



# Standards Map (Massachusetts) 6th grade

The ThinkGive curriculum has been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies as well as the Common Core English Language Arts Standards. Utilization and adoption of the Common Core standards and SEL competencies vary by state. Teachers can use this resource to align each ThinkGive lesson to state standards.

## CASEL

## Common Core

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### SELF-AWARENESS

Identifying emotions  
Accurate self-perception  
Recognizing strengths  
Self-confidence  
Self-efficacy

ThinkGive classroom discussions as well as the online recording / reflecting / blogging components promote connection to a variety of ELA standards.

### SELF-MANAGEMENT

Impulse Control  
Self-discipline  
Self-motivation  
Goal setting

### Speaking & Listening

#### Production and Distribution of Writing

CCSS.ELA-LITERACY.W.6.4

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

CCSS.ELA-LITERACY.W.6.6

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.

### SOCIAL AWARENESS

Perspective-taking  
Empathy  
Appreciating diversity  
Respect for others

### Range of Writing

CCSS.ELA-LITERACY.W.6.10

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.

### RELATIONSHIP SKILLS

Communication  
Social engagement  
Relationship building  
Teamwork

### Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.6.1

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 others' ideas and expressing their own clearly.

### RESPONSIBLE DECISION- MAKING

Identifying problems  
Analyzing situations  
Solving problems  
Evaluating  
Reflecting  
Ethical responsibility

## Common Core (cont'd)

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### CCSS.ELA-LITERACY.SL.6.1.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.

### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

### CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### CCSS.ELA-LITERACY.SL.6.2

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.

## Presentation of Knowledge and Ideas

### CCSS.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.

### CCSS.ELA-LITERACY.SL.6.6

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.)

## Language

### Conventions of Standard English

#### CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Common Core (cont'd)

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CCSS.ELA-LITERACY.L.6.2

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

CCSS.ELA-LITERACY.L.6.2.A

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

CCSS.ELA-LITERACY.L.6.2.B

Spell correctly.

### Knowledge of Language

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.

### Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.6.4

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.

CCSS.ELA-LITERACY.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.6.6

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.



In addition, the ThinkGive curriculum has been mapped to the Massachusetts Curriculum Framework for English Language Arts and Literacy Standards, and the Massachusetts Curriculum Framework for Digital Literacy and Computer Science.

## Massachusetts Curriculum Framework for English Language Arts + Literacy

### Writing | Text Types and Purposes

W.6.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2.a Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.e Establish and maintain a style appropriate to the audience and purpose (e.g., formal for academic writing).

W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.

## Massachusetts Curriculum Framework for Digital Literacy + Computer Science

These standards are directly addressed through the web-based recording of gifts, responding and reacting to others' gifts, and use of the blog.

### Safety and Security [6-8.CAS.a]

2. Describe how cyberbullying can be prevented and managed.

4. Describe and use safe, appropriate, and responsible practices (netiquette) when participating in online communities (e.g., discussion groups, blogs, social networking sites).

### Ethics and Laws [6-8.CAS.b]

6. Demonstrate compliance with the school's Acceptable Use Policy (AUP).

### Collaboration and Communication [6-8.DTC.b]

1. Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources.

2. Collaborate synchronously and asynchronously through online digital tools.

3. Demonstrate ability to communicate appropriately through various online tools (e.g., email, social media, texting, blog comments).

## Massachusetts Curriculum Framework for English Language Arts + Literacy (cont'd)

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### Writing | Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.6.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.5.a Demonstrate command of standard English conventions

W.6.5.b Demonstrate the ability to select accurate vocabulary

W.6.6 Use technology, including current web-based platforms, 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.

### Speaking and Listening | Comprehension and Collaboration

SL.6.1 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 others' ideas and expressing their own clearly.

SL.6.1.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.

SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

# Massachusetts Curriculum Framework for English Language Arts + Literacy (cont'd)

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## Speaking and Listening | Presentation of Knowledge and Ideas

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 vocabulary, eye contact, volume, and pronunciation.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language | Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

L.6.1.a Sentence Structure, Variety, and Meaning  
– Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and add variety to writing.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Language | Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.