

**Curricular Framework English Language Arts-Grade 6**

Overview	Reading	Writing	Speaking and Listening	Language
<p><b>Unit 1</b></p> <p><b>Time frame:</b> September October November</p>	<p>Primary Focus Standards: RL.6.1 RI.6.1</p> <p>RL.6.2 RI.6.2</p> <p>RL.6.4 RI.6.4</p> <p>RL.6.5 RI.6.5</p> <p>RL.6.6 RI.6.6</p>	<p>Primary Focus Standards: W.6.3A,B,C,D,E, W.6.2A,B,C,D,E,F</p> <p>W.6.4 W.6.5 W.6.6 W.6.10</p> <p>Select at least one from W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus Standards: SL.6.1A,B,C,D SL.6.4 SL.6.6</p>	<p>Primary Focus Standards: L.6.1A,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>Informational/Explanatory</li> <li>Literary Analysis</li> <li>Research</li> <li>Routine Writing</li> </ul>	<p>Task Types:</p> <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	<p>These standards are embedded within the writing process</p>
<p><b>Unit 1 Resources</b></p>	<ul style="list-style-type: none"> <li><i>Holes</i></li> <li>“Freddie in the Shade”</li> <li>Informational texts: “Who was Otzi?” “Otzi: the Iceman” from Reading A-Z “What is a Counselor?”</li> <li>Video: Learning About Otzi the Iceman (Youtube)</li> </ul>	<ul style="list-style-type: none"> <li>General references: Smart Writers by Laura Rabb, Lucy Calkins</li> <li>Informational/Explanatory writing: <a href="http://www.sps186.org/resources/languagearts/instruction/?p=22422">http://www.sps186.org/resources/languagearts/instruction/?p=22422</a>; use the book “How I Became a Pirate” as a basis for group/shared writing</li> <li>Literary analysis: <a href="http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/6th/Required%20Units/Literary%20Essay.pdf">http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/6th/Required%20Units/Literary%20Essay.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Anchor charts</li> <li>Group talk self-assessment rubric</li> </ul>	<ul style="list-style-type: none"> <li>Noredink.com</li> <li>Language practice WS</li> <li>Anchor charts for Writer’s Notebook (NB)</li> <li>Spelling City (?)</li> </ul>

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<p><b>Unit 1 Mini-lessons</b></p>	<ul style="list-style-type: none"> <li>● Procedures</li> <li>● Predicting</li> <li>● Inferring</li> <li>● Context clues</li> <li>● Repetition</li> <li>● Theme (theme topic, theme statements, major and minor themes)</li> <li>● Synthesizing (“<i>How is my understanding growing and changing?</i>”)</li> <li>● Point of view</li> <li>● Citing evidence</li> <li>● Summarizing</li> <li>● Main idea/ supporting details</li> <li>● Figurative language</li> <li>● Connotation &amp; denotation</li> <li>● Tone &amp; mood</li> <li>● Close reading strategies</li> <li>● Analyzing the impact of certain sections of text</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Routine Writing:</b> creating a heart map of writing topics, responding to prompts, incorporating good grammar &amp; goals, learning how to conference</li> <li>● <b>Informational/Explanatory</b> “Is Mr. Pendanski a Good Counselor?”: text structures, introduction (building background for your readers), body (comparing and contrasting, stating your opinion and supporting with reasons and evidence, word choice), writing a strong conclusion</li> <li>● <b>Literary Analysis</b> - “A Common Theme in Holes and Freddie in the Shade”: introduction (building background for your readers and making a claim), body (writing with reasons and evidence, transitional words and phrases), writing a conclusion</li> <li>● <b>Research</b> - “The Mystery of Otzi the Iceman” organization, gathering information (background, death theories with evidence for and against), varying sentences, writing a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>● Coming prepared</li> <li>● Volume</li> <li>● Eye contact</li> <li>● Agreeing, disagreeing, and adding information</li> </ul>	<ul style="list-style-type: none"> <li>● Parts of speech</li> <li>● Sentences (subject, predicate, simple, compound, complex, run-on)</li> <li>● Pronouns (proper case: subjective, objective, possessive)</li> <li>● Using commas to set off nonrestrictive/ parenthetical elements</li> <li>● Using reference materials (dictionary, thesaurus, glossary)</li> </ul>
<p><b>Unit 1 Assessments</b></p>	<p>Formative: Study Island assessments - citing evidence, making inferences and connections, theme, summarizing, word choice (including connotative,</p>	<p>Formative (non-graded): provide feedback through conferencing  Summative: final drafts assessed for</p>	<p>Formative (non-graded): students self-assess, teacher provides feedback by end of marking period (MP)</p>	<p>Formative: noredink.com quizzes (TBD), Study Island practice (non-graded), spelling quizzes</p>

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	denotative, & figurative), text structure, point of view, main idea and supporting details, graphic features  Summative: Benchmark #1	grammar and content/style		Summative: assessed within writing pieces, Study Island - Reference Materials
<b>Unit 2</b>  <b>Time frame:</b> <b>December</b> <b>January</b>	Primary Focus Standards: RL.6.1      RI.6.1  RL.6.2      RI.6.2  RL.6.6      RI.6.3  RI.6.4  RI.6.5  RI.6.6  RI.6.7  RI.6.8  RI.6.9	Primary Focus Standards: W.6.1A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.3 SL.6.4 SL.6.6	Primary Focus Standards: L.6.1B,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5B L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1 - 2 Extended Texts</li> <li>● 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Research</li> <li>● Arguments</li> <li>● Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Discuss, analyze and present effectiveness of media messages in small groups and whole class</li> </ul>	These standards are embedded within the writing process
<b>Unit 2</b> <b>Resources</b>	<ul style="list-style-type: none"> <li>● Extended text: Book clubs (shorter fiction titles, variety of genres)</li> <li>● Evaluating an argument:<a href="https://elastars.files.wordpress.com/2013/04/lesson-18-evaluating-an-argumen">https://elastars.files.wordpress.com/2013/04/lesson-18-evaluating-an-argumen</a></li> </ul>	<ul style="list-style-type: none"> <li>● Argument writing: “The Landlady” unit</li> <li>● Research: King Tut death mystery articles</li> <li>● Also, see Unit 1 resources for add’l help</li> </ul>	TV commercials: <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=3rk1KyFMUME&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc&amp;index=7">https://www.youtube.com/watch?v=3rk1KyFMUME&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjQkeGEcauc&amp;index=7</a></li> <li>● <a href="https://www.youtube.com/">https://www.youtube.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Noredink.com</li> <li>● Language practice WS</li> <li>● Anchor charts for Writer’s Notebook (NB)</li> <li>● Spelling City (?)</li> <li>● Analogies: <a href="http://www.englishforev">http://www.englishforev</a></li> </ul>

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	<p><a href="#">t.pdf</a></p> <ul style="list-style-type: none"> <li>Literature: “The Landlady”</li> <li>Informational: “Mummy Murder Mystery Solved?,” “Mystery of King Tut’s Death Solved? Maybe Not”</li> <li>Video: <a href="http://video.nationalgeographic.com/video/king-tuts-tomb">http://video.nationalgeographic.com/video/king-tuts-tomb</a></li> </ul>		<p><a href="http://www.youtube.com/watch?v=owGykVbfgUE&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjOkeGEcauc&amp;index=13">watch?v=owGykVbfgUE&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjOkeGEcauc&amp;index=13</a></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=4o6LD-M3ZD4&amp;index=2&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjOkeGEcauc">https://www.youtube.com/watch?v=4o6LD-M3ZD4&amp;index=2&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjOkeGEcauc</a></li> <li><a href="https://www.youtube.com/watch?v=jGI8IRXRqpo&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjOkeGEcauc&amp;index=5">https://www.youtube.com/watch?v=jGI8IRXRqpo&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjOkeGEcauc&amp;index=5</a></li> <li><a href="https://www.youtube.com/watch?v=jGI8IRXRqpo&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjOkeGEcauc&amp;index=5">https://www.youtube.com/watch?v=jGI8IRXRqpo&amp;list=PLEH4RH2aO6JTajpRuA6G9NhjOkeGEcauc&amp;index=5</a></li> <li><a href="https://www.youtube.com/watch?v=inB4uInnf4U">https://www.youtube.com/watch?v=inB4uInnf4U</a></li> </ul> <p>See media analysis questions at <a href="http://kids.pbskids.com/dontbuyit/teachersguide/areyoupluggedin.html">http://kids.pbskids.com/dontbuyit/teachersguide/areyoupluggedin.html</a></p>	<p><a href="http://www.eryone.org/Topics/Analogies.htm">eryone.org/Topics/Analogies.htm</a></p>
<p><b>Unit 2 Mini-lessons</b></p>	<ul style="list-style-type: none"> <li>Book club lessons (setting reasonable goals, understanding the genre, responding to the text, coming to discussions prepared and leaving footprints of our work - a Google doc with important learning &amp; lingering questions)</li> <li>Tracing and evaluating an argument (identifying claim, reasons, and evidence; noticing when a claim is not</li> </ul>	<p>Argument - See “The Landlady” unit for introductory argument writing lessons</p> <p>Research simulation task - Write an essay that explains two different theories regarding King Tut’s death.</p> <ul style="list-style-type: none"> <li>understanding the prompt</li> <li>providing your readers with background</li> <li>organizing your research to prepare for writing</li> <li>using transitions</li> <li>choosing strong and relevant</li> </ul>	<ul style="list-style-type: none"> <li>Watch intro video at <a href="https://www.youtube.com/watch?v=dQZHCj4EHHw">https://www.youtube.com/watch?v=dQZHCj4EHHw</a></li> <li>Define important terms including: stereotype, condescending, prejudice, manipulate</li> <li>Group collaboration - watch, discuss, analyze, and report on a commercial</li> </ul>	<ul style="list-style-type: none"> <li>Intensive pronouns</li> <li>Using parenthesis to set off nonrestrictive/ parenthetical elements</li> <li>Revision strategies and practice</li> <li>Analogies</li> </ul>

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	<p>supported, evaluating the strength of evidence)</p> <ul style="list-style-type: none"> <li>• “The Landlady” unit</li> <li>• Reading for research (identifying tricky words and determining their meaning, setting a purpose and gathering relevant info., organizing info..)</li> </ul>	<p>evidence</p> <ul style="list-style-type: none"> <li>• writing a conclusion</li> </ul> <p>Routine Writing - prompts, Writer’s NB (choice writing)</p>		
<b>Unit 2 Assessments</b>	<p>Formative: Study Island Assessments main idea/ key details, summarizing, word choice (technical meanings, context clues, connotation &amp; denotation), trace and evaluate an argument</p> <p>Summative: Benchmark #2</p>	<p>Formative (non-graded): provide feedback through conferencing</p> <p>Summative: final drafts assessed for grammar and content/style</p>	<p>Summative (reading grade): group presentation rubric</p>	<p>Formative: noredink.com quizzes (TBD) Study Island practice (not graded), spelling quizzes</p> <p>Summative: assessed within writing pieces, Study Island assessments: Revising &amp; Editing, Word Relationships</p>
<b>Unit 3</b>  <b>Time frame:</b> <b>February</b> <b>March</b> <b>April</b>	<p>Primary Focus Standards:</p> <p>RL.6.1      RI.6.1</p> <p>RL.6.2      RI.6.2</p> <p>RL.6.3      RI.6.6</p> <p>RL.6.4</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.7</p> <p>RL. 6.9</p>	<p>Primary Focus Standards:</p> <p>W.6.3A,B,C,D,E</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.10</p> <p>Select at least one from W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus Standards:</p> <p>SL.6.1A,B,C,D</p> <p>SL.6.2</p> <p>SL.6.4</p> <p>SL.6.6</p>	<p>Primary Focus Standards:</p> <p>L.6.1C,D,E</p> <p>L.6.2A,B</p> <p>L.6.3A,B</p> <p>L.6.4A,C,D</p> <p>L.6.5A,C</p> <p>L.6.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Literary Analysis</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>• Project-based presentations focusing on use of multimedia</li> </ul>	<p>These standards are embedded within the writing process</p>

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	upon length and complexity	<ul style="list-style-type: none"> <li>Routine Writing</li> </ul>	and visual displays - Create and share a storyboard of your hero's journey story	
<b>Unit 3 Resources</b>	<ul style="list-style-type: none"> <li>EngageNY, Module 1</li> <li>Extended text: <u>Percy Jackson and the Lightning Thief</u> by Rick Riordan</li> <li>Shorter texts: various informational and literature titles relating to mythology (see EngageNY materials)</li> </ul>	<p>Literary Analysis - Is Percy Jackson a static or dynamic character? Support your analysis with evidence from the story.</p> <p>Narrative - Hero's Journey story. For resources and mini-lessons, see EngageNY and Smart Writers</p> <p>Routine Writing - prompts, Writer's NB (choice writing)</p>	<ul style="list-style-type: none"> <li><a href="https://www.pixton.com/schools/overview">https://www.pixton.com/schools/overview</a> (free 15 day trial - students must complete the storyboard within 15 days)</li> <li><a href="http://www.storyboardthat.com/education/learn-more-about-classroom-edition">http://www.storyboardthat.com/education/learn-more-about-classroom-edition</a> (free trial)</li> </ul>	<ul style="list-style-type: none"> <li>Noredink.com</li> <li>Language practice WS</li> <li>Anchor charts for Writer's Notebook (NB)</li> <li>Spelling City (?)</li> </ul>
<b>Unit 3 Mini-lessons</b>	<ul style="list-style-type: none"> <li>Follow the EngageNY lessons. Emphasize story elements, characterization, and character change instead of theme. (e.g. types of characters, characterization, noticing how and why characters change)</li> </ul>	<ul style="list-style-type: none"> <li>Follow EngageNY lessons. The literary analysis task should be changed to reflect the emphasis on character.</li> </ul>	<ul style="list-style-type: none"> <li>How to use the storyboarding software</li> <li>Choosing the most important scenes from your writing to share (summarizing)</li> <li>Presenting in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing and correcting vague pronouns and pronoun errors</li> <li>Using dashes to set off nonrestrictive/parenthetical elements</li> </ul>
<b>Unit 3 Assessments</b>	<p>Formative: EngageNY reading "quizzes," Study Island assessments: Text Structure, Story Elements (character, setting, plot), Citing Evidence, Comparing &amp; Contrasting Texts</p> <p>Summative: Benchmark #3</p>	<p>Formative (non-graded): provide feedback through conferencing</p> <p>Summative: final drafts assessed for grammar and content/style</p>	<p>Summative (reading grade): presentation rubric</p>	<p>Formative: noredink.com quizzes (TBD), Study Island practice (not graded), spelling quizzes</p> <p>Summative: assessed within writing pieces, Study Island assessments - Revising &amp; Editing, Pronouns, Varying Sentence Patterns, Task/Purpose/Audience</p>
<b>Unit 4</b>	<p>Primary Focus Standards:</p> <p>RL.6.1      RI.6.1</p> <p>RL.6.2      RI.6.2</p> <p>RL.6.3      RI.6.3</p>	<p>Primary Focus Standards:</p> <p>W.6.2A,B,C,D,E,F</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.10</p> <p>Select at least one from W.6.7, 6.8,</p>	<p>Primary Focus Standards:</p> <p>SL.6.1A,B,C,D</p> <p>SL.6.2</p> <p>SL.6.4</p> <p>SL.6.5</p> <p>SL.6.6</p>	<p>Primary Focus Standards:</p> <p>L.6.1E</p> <p>L.6.2A,B</p> <p>L.6.3A,B</p> <p>L.6.4A,B,C,D</p> <p>L.6.6</p>
<b>Time frame:</b>				
<b>May</b>				
<b>June</b>				

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	<p>RL.6.4      RI.6.4</p> <p>RL.6.5      RI.6.5</p> <p>RL.6.6      RI.6.6</p> <p>RL.6.10     RI. 6.10</p>	6.9A,B		
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>● 1 - 2 Extended Texts</li> <li>● 4-8 shorter texts depending upon length and complexity</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Informative and Explanatory</li> <li>● Routine Writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Socratic Seminars and Debates</li> </ul>	These standards are embedded within the writing process
<b>Unit 4 Resources</b>	<ul style="list-style-type: none"> <li>● <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i></li> <li>● Concrete poems (thematically paired with monologues from “GM!SL!”) from “Blue Lipstick” and “Technically It’s Not my Fault”</li> <li>● Shorter texts from, “The Black Death, 1348 CE”</li> </ul>	<p>Research - Choose an adversity to research and report on</p> <p>Informative/ Explanatory - “The Black Death, 1348”</p> <p>Routine Writing - prompts, Writer’s NB (choice writing)</p>	<ul style="list-style-type: none"> <li>● <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i></li> </ul>	<ul style="list-style-type: none"> <li>● Noredink.com</li> <li>● Language practice WS</li> <li>● Anchor charts for Writer’s Notebook (NB)</li> <li>● Spelling City (?)</li> <li>● “Greek &amp; Latin roots, Prefixes, &amp; Suffixes” units 3-4</li> </ul>
<b>Unit 4 Mini-lessons</b>	<ul style="list-style-type: none"> <li>● See EngageNY module, “Voices of Adversity,” modify lessons by removing writing assessments and mid-unit assessments</li> <li>● Elements of poetry</li> <li>● Review: Reading to research and synthesizing information</li> </ul>	<p>Research - Choose an adversity to research and report on</p> <ul style="list-style-type: none"> <li>● Narrowing a topic</li> <li>● Writing a research question</li> <li>● Evaluating sources</li> <li>● Quoting sources</li> <li>● Organizing information</li> </ul> <p>Informative/ Explanatory - “The Black Death, 1348”</p> <ul style="list-style-type: none"> <li>● Review structure</li> <li>● Voice</li> <li>● Adding graphics to emphasize information</li> </ul>	<ul style="list-style-type: none"> <li>● Defining debate and discussion (looks like, sounds like, feels like)</li> <li>● Participating in a Socratic Seminar (use “Barbary - The Mudslinger” from Good Masters! Sweet Ladies!)</li> <li>● Participating in a debate. Allow students to choose, practice, then present their debate “fishbowl” style. Debates can include themes from various monologues in the book (e.g. “It is</li> </ul>	<ul style="list-style-type: none"> <li>● Word study activities</li> </ul>

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			<p>sometimes okay to lie,”          “Bullies should be harshly punished,” “Children should be taken away from parents who punish them,”          “children should be taken away from poor parents”</p>	
<b>Unit 4 Assessments</b>	<p>Formative: Story Elements (characters, setting, plot), Theme, Word Choice (technical meaning, context clues, connotation &amp; denotation),</p> <p>Summative: Benchmark #4</p>	<p>Formative (non-graded): provide feedback through conferencing</p> <p>Summative: final drafts assessed for grammar and content/style</p>	<p>Summative (reading grade): participating in a debate rubric</p>	<p>Formative: noredink.com quizzes (TBD), word study quizzes, Study Island practice (not graded)</p> <p>Summative: assessed within writing pieces, word study final test</p>
<b>Suggested Open Educational Resources</b>	<p>Reading</p> <ul style="list-style-type: none"> <li>• <a href="#">Close In on Close Reading</a></li> <li>• <a href="#">How To Close Reading Video</a></li> <li>• <a href="#">Teaching Channel: Thinking Notes Strategy For Close Reading</a></li> <li>• <a href="#">Common Core Reading Strategies Informational Text</a></li> <li>• <a href="#">Writing Summary</a></li> <li>• <a href="#">Summary-Non-Fiction Text</a></li> <li>• <a href="#">YouTube Reading Lessons Middle School</a></li> <li>• <a href="#">Common Core Strategies</a></li> <li>• <a href="#">Teaching Reading</a></li> <li>• <a href="#">Close Reading Model Lessons</a></li> <li>• <a href="#">Literary Analysis</a></li> <li>• <a href="#">Teaching Theme</a></li> <li>• <a href="#">Teaching Theme (video)</a></li> <li>• <a href="#">Character Analysis</a></li> <li>• <a href="#">Teaching Vocabulary</a></li> </ul>	<p>Writing/Language</p> <ul style="list-style-type: none"> <li>• <a href="#">Evidence Based Arguments</a></li> <li>• <a href="#">Writing Resources by Strand</a></li> <li>• <a href="#">Argumentative Writing YouTube</a></li> <li>• <a href="#">Writing Exemplars - Argument/Opinion</a></li> <li>• <a href="#">Personal Narrative</a></li> <li>• <a href="#">PARCC Writing Resources</a></li> <li>• <a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> <li>• <a href="#">Thesis Writing</a></li> <li>• <a href="#">Discussion, Planning and Questioning</a></li> <li>• <a href="#">Grammar</a></li> <li>• <a href="#">Purdue OWL Writing Lab</a></li> <li>• <a href="#">Writing a Book Summary</a></li> </ul>	<p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• <a href="#">Inquiry Based Learning (Edutopia)</a></li> <li>• <a href="#">Engaging Students Using Discussion</a></li> <li>• <a href="#">Strategies for Student Centered Discussion</a></li> <li>• <a href="#">Socratic Seminar: ReadWriteThink</a></li> <li>• <a href="#">Fishbowl Strategy</a></li> <li>• <a href="#">Stems on Fostering Class Discussion</a></li> <li>• <a href="#">Fishbowl Strategies: Teach Like This</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">AVID Socratic Seminar</a></li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• <a href="#">Levels of Thinking in Bloom’s and Webb’s Depth of Knowledge</a></li> <li>• <a href="#">Cognitive Rigor Chart</a></li> <li>• <a href="#">5 Strategies For Middle School Classrooms</a></li> <li>• <a href="#">Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons</a></li> </ul>

**Unit 1 Grade 6**

<b>Unit 1 Reading Standards</b>		<b>Unit1 Reading Critical Knowledge and Skills</b>	
RL.6.1 Cite textual evidence <b>and make</b>	RI.6.1 Cite textual evidence <b>and make</b>	<ul style="list-style-type: none"> <li>• Closely read the text (questioning, determining importance, looking for patterns)</li> </ul>	



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<p><b>relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>to extract quality evidence to support a claim</p> <ul style="list-style-type: none"> <li>● Use evidence from the text to make and check predictions when reading</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning.</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Closely examine the text’s explicit content</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Reconstruct and understand the text segment’s new meaning</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> <li>● Correctly cite evidence from the text (this is the first time the term “cite” is used, before that it says quote accurately and refer to)</li> </ul>
<p>RL.6.2. 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 or judgments.</p>	<p>RI.6.2. 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.</p>	<ul style="list-style-type: none"> <li>● Determine the theme or central message</li> <li>● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>● Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>● Distinguish key (thematic) details from all other details</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of the text</li> <li>● Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author’s choices</li> <li>● Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment</li> </ul>
<p>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</p>	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>● Provide an analysis of the impact of specific word choice on meaning and/or tone (possibly break this down more, see bullets below)</li> <li>● Analyze why the author made a specific word choice</li> <li>● Analyze the impact of the word choice on the reader</li> <li>● Evaluate the effectiveness of the author’s word choice</li> <li>● Identify poetic devices used in text</li> <li>● Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>

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<p>RL.6.5. 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.</p>	<p>RI.6.5. 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>	<ul style="list-style-type: none"> <li>● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope</li> <li>● Recognize how form relates to function and how a part relates to a whole</li> <li>● Distinguish between different text structures</li> <li>● Identify part to whole and whole to part relationships</li> <li>● Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</li> <li>● Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>● Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>
<p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> <li>● Identify various points of view</li> <li>● Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>● Determine how the author’s word choice helps develop the narrator or speaker’s point of view</li> <li>● Evaluate the effectiveness of the author’s choice in point of view</li> </ul>
<p><b>Unit 1 Writing Standards</b></p>		<p><b>Unit 1 Writing Critical Knowledge and Skills</b></p>
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p style="padding-left: 20px;">W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using <b>text structures</b> (e.g., <b>definition, classification, comparison/contrast, cause/effect, etc.</b>) and <b>text features</b> (e.g., <b>headings, graphics, and multimedia</b>) when useful to aiding comprehension.</p> <p style="padding-left: 20px;">W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p style="padding-left: 20px;">W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p style="padding-left: 20px;">W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p style="padding-left: 20px;">W.6.2.E. Establish and maintain a formal/<b>academic style, approach, and form.</b></p> <p style="padding-left: 20px;">W.6.2.F. Provide a concluding statement or section that follows from the</p>		<ul style="list-style-type: none"> <li>● Introduce a topic</li> <li>● Compose a well-developed thesis statement</li> <li>● Select appropriate text structures and text features for clarity</li> <li>● Include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>● Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic</li> <li>● Cite information correctly by following the proper format</li> <li>● Transition between ideas and concepts using appropriate words and phrases</li> <li>● Select specific vocabulary to inform about or explain the topic</li> <li>● Consistently use a formal style</li> <li>● Write a conclusion to bring all ideas to a close</li> </ul>

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information or explanation presented.	
W.6.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> , and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one’s audience</li> </ul>
W.6.5. 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.	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>
W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>
W.6.8. (Choice) 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 plagiarism and providing basic bibliographic information for sources.	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g.,	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> </ul>

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<p>"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").</p>	<ul style="list-style-type: none"> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Reflect on and be able to explain purposeful decisions made while writing</li> <li>● Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>● Produce written reflections</li> </ul>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>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.</p> <p>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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; <b>use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</b></p>	<ul style="list-style-type: none"> <li>● Utilize skills that are common to the language production domain of writing</li> <li>● Organize ideas in a logical, sequential order</li> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
<p>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.)</p>	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> <li>● Manipulate the speech based upon context</li> </ul>
<p><b>Unit 1 Language Standards</b></p>	<p><b>Unit 1 Language Critical Knowledge and Skills</b></p>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>	<ul style="list-style-type: none"> <li>● Identify pronouns in writing</li> <li>● Ensure that pronouns are in the proper case (subjective, objective, possessive)</li> <li>● Revise grammatical errors in writing</li> <li>● Perform peer reviews of writing to identify and correct grammatical errors</li> </ul>

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<p>L.6.1.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.</p>	<ul style="list-style-type: none"> <li>● Identify and use strategies to revise writing</li> </ul>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Define and identify nonrestrictive/parenthetical elements in writing</li> <li>● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>● Apply common rules and patterns to spell words correctly in writing</li> </ul>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.  L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>● Identify various sentence patterns in reading</li> <li>● Incorporate various sentence patterns to create style and voice in writing</li> <li>● Use a consistent style and tone when writing or speaking</li> </ul>
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.  L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  L.6.4.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 or its part of speech.  L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use a word's position in a sentence as a clue to the meaning of a word</li> <li>● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>● Use reference materials to check the inferred meaning of words</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>● Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>● Dissect assignments and determine the key processes required</li> </ul>

#### Unit 2 Grade 6

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
<p>RL.6.1 Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well</p>	<p>RI.6.1 Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly</p>	<ul style="list-style-type: none"> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions when reading</li> </ul>

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<p>as inferences drawn from the text.</p>	<p>as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning.</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Closely examine the text’s explicit content</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Reconstruct and understand the text segment’s new meaning</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> <li>● Correctly cite evidence from the text</li> </ul>
<p>RL.6.2. 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 or judgments.</p>	<p>RI.6.2. 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.</p>	<ul style="list-style-type: none"> <li>● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>● Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>● Distinguish key (thematic) details from all other details</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</li> <li>● distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>
	<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<ul style="list-style-type: none"> <li>● Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>● Identify the structure of a text</li> <li>● Distinguish between different text structures</li> <li>● Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</li> <li>● Analyze an author’s method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</li> <li>● Analyze how the text structure affects the relationships between individuals, ideas, or events.</li> <li>● Analyze a writer’s style and presentation</li> <li>● Determine the relationship between individuals, ideas, or events</li> </ul>
	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> </ul>

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	text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>● Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>● Analyze why the author made a specific word choice</li> <li>● Analyze the impact of the word choice on the reader</li> <li>● Evaluate the effectiveness of the author’s word choice</li> </ul>
	RI.6.5. 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.	<ul style="list-style-type: none"> <li>● Determine how individual elements of a work (section, chapter, etc.) contribute to a text’s overall scope</li> <li>● Distinguish between different text structures</li> <li>● Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>● Analyze why the author included a specific section of the text</li> <li>● Analyze the impact the specific section has on you, the reader</li> <li>● Evaluate the effectiveness of the author’s choice to include this section</li> </ul>
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>● Identify various points of view</li> <li>● Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>● Determine how the author’s word choice helps develop the narrator or speaker’s point of view</li> <li>● Evaluate the effectiveness of the author’s choice in point of view</li> </ul>
	RI.6.7. 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.	<ul style="list-style-type: none"> <li>● Compare and contrast texts across various genres on the same theme or topic</li> <li>● Gain a well-rounded perspective on issues presented in informational text</li> <li>● Gather information from all media to assess and better understand how each is presented</li> <li>● Interpret the meaning of text features, charts, graphs, etc</li> <li>● Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue</li> </ul>
	RI.6.8. 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.	<ul style="list-style-type: none"> <li>● Evaluate data, arguments and claims in a text</li> <li>● Distinguish those supported by evidence from those which are not</li> <li>● Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported)</li> <li>● Evaluate if there is enough evidence to support a particular claim within an informational text</li> </ul>
	RI.6.9. Compare, contrast <b>and reflect on (e.g. practical knowledge, historical/cultural context, and</b>	<ul style="list-style-type: none"> <li>● Compare and contrast two author’s presentations of similar events</li> <li>● Determine the similarities and differences of how information is presented depending on the “lens” through which it is being portrayed</li> </ul>



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	<p><b>background knowledge</b>) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<ul style="list-style-type: none"> <li>● Make connections across different authors' perspectives</li> <li>● Explore the implications of the differences</li> <li>● Analyze the impact of the differences in presentations on the reader</li> <li>● Evaluate the effectiveness of each author's presentation of events</li> </ul>
<p><b>Unit 2 Writing Standards</b></p>		<p><b>Unit 2 Writing Critical Knowledge and Skills</b></p>
<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1.D. Establish and maintain a formal/<b>academic style, approach, and form</b>.</p> <p>W.6.1.E. Provide a concluding statement or section that follows from the argument presented.</p>		<ul style="list-style-type: none"> <li>● Introduce claim(s)</li> <li>● Write a clear thesis statement</li> <li>● Write arguments to support claims</li> <li>● Organize the reasons and evidence logically</li> <li>● Support claim(s) with logical reasoning and evidence</li> <li>● Use accurate, credible sources to support claims</li> <li>● Demonstrate an understanding of the topic or text</li> <li>● Use transitional words and phrases</li> <li>● Use a consistent formal or academic style, approach, and form</li> <li>● Write a conclusion to bring the writing to a close</li> </ul>
<p>W.6.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
<p>W.6.5. 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.</p>		<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>		<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>



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<p>W.6.8. (Choice) 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 plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").</p>	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Reflect on and be able to explain purposeful decisions made while writing</li> <li>● Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>● Produce written reflections</li> </ul>
<p><b>Unit 2 Speaking and Listening Standards</b></p>	<p><b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>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.</p> <p>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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>

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SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
SL.6.3. <b>Deconstruct</b> a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>● Determine the speaker's argument and claims</li> <li>● Unpack the arguments and claims</li> <li>● Evaluate whether the speaker's reasoning is rational and legitimate</li> <li>● Evaluate whether there is enough evidence to support the claims</li> </ul>
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; <b>use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</b>	<ul style="list-style-type: none"> <li>● Utilize skills that are common to the language production domain of writing</li> <li>● Organize ideas in a logical, sequential order</li> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
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.)	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> <li>● Manipulate the speech based upon context</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1.B. Use intensive pronouns (e.g., myself, ourselves). L.6.1.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.	<ul style="list-style-type: none"> <li>● Define and identify intensive pronouns in reading</li> <li>● Determine the appropriate instance to use intensive pronouns in writing</li> <li>● Revise grammatical errors in writing</li> <li>● Perform peer reviews of writing to identify and correct grammatical errors</li> <li>● Identify and use strategies to revise writing</li> </ul>
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2.B. Spell correctly.	<ul style="list-style-type: none"> <li>● Define and identify nonrestrictive/parenthetical elements in writing</li> <li>● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/ <b>voice</b> . L.6.3.B. Maintain consistency in style and tone.	<ul style="list-style-type: none"> <li>● Identify various sentence patterns</li> <li>● Incorporate various sentence patterns to create style and voice</li> <li>● Use a consistent style and tone when writing or speaking</li> </ul>
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.6.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or	<ul style="list-style-type: none"> <li>● Use a word's position in a sentence as a clue to the meaning of a word</li> <li>● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>● Use reference materials to check the inferred meaning of words</li> </ul>

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<p>determine or clarify its precise meaning or its part of speech. L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>● Identify the relationship of words in reading</li> <li>● Clarify words by using the relationship between them in writing</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</li> <li>● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>● Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>● Dissect assignments and determine the key processes required</li> </ul>

#### Unit 3 Grade 6

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
<p>RL.6.1 Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.6.1 Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning.</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Closely examine the text’s explicit content</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Reconstruct and understand the text segment’s new meaning</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> <li>● Correctly cite evidence from the text</li> </ul>
<p>RL.6.2. 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</p>	<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from</p>	<ul style="list-style-type: none"> <li>● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> </ul>

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personal opinions or judgments.	personal opinions or judgments.	<ul style="list-style-type: none"> <li>● Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>● Distinguish key (thematic) details from all other details</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)</li> <li>● Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>
RL.6.3. 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.		<ul style="list-style-type: none"> <li>● Explain the parts of a plot; provide a summary of each part</li> <li>● Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>● Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways</li> <li>● Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits</li> </ul>
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		<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative)</li> <li>● Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>● Analyze why the author made a specific word choice</li> <li>● Analyze the impact of the word choice on the reader</li> <li>● Evaluate the effectiveness of the author's word choice</li> <li>● Identify poetic devices used in text</li> <li>● Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>
RL.6.5. 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.		<ul style="list-style-type: none"> <li>● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope</li> <li>● Recognize how form relates to function and how a part relates to a whole</li> <li>● Distinguish between different text structures</li> <li>● Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>● Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text</li> <li>● Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>● Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>
RL.6.6. Explain how an author develops the point of view of the narrator or	RI.6.6. Determine an author's point of view or purpose in a text and	<ul style="list-style-type: none"> <li>● Identify various points of view</li> <li>● Determine how the author develops the point-of-view of the narrator or speaker</li> </ul>

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<p>speaker in a text.</p>	<p>explain how it is conveyed in the text.</p>	<p>in the text</p> <ul style="list-style-type: none"> <li>● Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>● Determine how the author’s word choice helps develop the narrator or speaker’s point of view</li> <li>● Evaluate the effectiveness of the author’s choice in point of view</li> </ul>
<p>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, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>		<ul style="list-style-type: none"> <li>● Compare and contrast texts across various genres on the same theme or topic</li> <li>● Evaluate multiple approaches to the same subject</li> <li>● Compare text to multimedia as it impacts the audience</li> </ul>
<p>RL.6.9. Compare and contrast <b>and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)</b> texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>		<ul style="list-style-type: none"> <li>● Compare and contrast texts of different genres that share similar themes</li> <li>● Analyze how each author conveys the same message through different avenues</li> <li>● Investigate the authors’ dissimilar backgrounds that inspire such works (themes)</li> <li>● Compare/contrast how each author infuses their philosophy and persona into their work</li> <li>● Analyze the impact of the differences in forms or genres on the reader</li> <li>● Evaluate the effectiveness of each author’s approach to the theme and topic</li> </ul>
<p><b>Unit 3 Writing Standards</b></p>		<p><b>Unit 3 Writing Critical Knowledge and Skills</b></p>
<p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.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.</p> <p>W.6.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>		<ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context</li> <li>● Engage the reader with a story hook</li> <li>● Introduce a narrator and/or characters</li> <li>● Organize an event sequence that unfolds naturally and logically</li> <li>● Use narrative techniques effectively to develop experiences, events, and/or characters</li> <li>● Transition from one idea to the next by using appropriate words and phrases</li> <li>● Use figurative language to aid in description</li> <li>● Describe ideas by using sensory and specific language</li> <li>● Write a conclusion that brings the story events to a meaningful close</li> <li>● Clearly convey a conflict and a resolution to the conflict</li> </ul>
<p>W.6.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> </ul>

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<p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one’s audience</li> </ul>
<p>W.6.5. 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.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>
<p>W.6.8. (Choice) 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 plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").</p>	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> <li>● Use and maintain a formal style in writing</li> </ul>

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	<ul style="list-style-type: none"> <li>Choose specific language to explain a topic</li> <li>Write a concluding statement/section that follows from and supports analysis</li> <li>Revise and edit the written piece for improvement</li> <li>Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
W.6.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b> , and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>Reflect on and be able to explain purposeful decisions made while writing</li> <li>Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>Produce written reflections</li> </ul>
<b>Unit 3 Speaking and Listening Standards</b>	<b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b>
<p>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.</p> <p>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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>Read required texts prior to discussions</li> <li>Prepare for discussions</li> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Define and identify rules for discussions, including group and individual roles</li> <li>Model appropriate behavior during discussions</li> <li>Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>Reflect on and paraphrase what was discussed</li> <li>Summarize the ideas expressed</li> </ul>
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.	<ul style="list-style-type: none"> <li>Interpret and evaluate information presented in diverse media and formats</li> <li>Explain how each medium shapes or influences the audience's perception and understanding of the information presented</li> <li>Evaluate the effectiveness of the chosen format for presenting the information</li> <li>Observe how various mediums appeal to one or more senses with varying levels of intensity</li> <li>Compare the reading of a speech to watching a video of the speech</li> </ul>
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; <b>use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</b>	<ul style="list-style-type: none"> <li>Utilize skills that are common to the language production domain of writing</li> <li>Organize ideas in a logical, sequential order</li> <li>Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
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.)	<ul style="list-style-type: none"> <li>Orally present information, using appropriate speech, in a variety of situations</li> <li>Manipulate the speech based upon context</li> </ul>
<b>Unit 3 Language Standards</b>	<b>Unit 3 Language Critical Knowledge and Skills</b>
L.6.1. Demonstrate command of the conventions of standard English grammar	<ul style="list-style-type: none"> <li>Recognize and correct inappropriate shifts in pronoun number and person</li> </ul>



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<p>and usage when writing or speaking.</p> <p>L.6.1.C. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1.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.</p>	<ul style="list-style-type: none"> <li>● Recognize and correct vague pronouns</li> <li>● Revise grammatical errors in writing</li> <li>● Perform peer reviews of writing to identify and correct grammatical errors</li> <li>● Identify and use strategies to revise writing</li> </ul>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Define and identify nonrestrictive/parenthetical elements in writing</li> <li>● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>● Identify various sentence patterns</li> <li>● Incorporate various sentence patterns to create style and voice</li> <li>● Use a consistent style and tone when writing or speaking</li> </ul>
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.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 or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use a word's position in a sentence as a clue to the meaning of a word</li> <li>● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>● Use reference materials to check the inferred meaning of words</li> </ul>
<p>L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.A. Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>	<ul style="list-style-type: none"> <li>● Define and identify figures of speech</li> <li>● Determine the meaning of and purpose of figures of speech in context</li> <li>● Define the term <i>connotation</i></li> <li>● Discern the difference in meaning between closely related words</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the</li> </ul>



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	<p>college and career readiness level</p> <ul style="list-style-type: none"> <li>● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li> <li>● Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li> <li>● Dissect assignments and determine the key processes required</li> </ul>
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Unit 4 Grade 6		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
<p>RL.6.1 Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.6.1 Cite textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions when reading</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning.</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Closely examine the text’s explicit content</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Reconstruct and understand the text segment’s new meaning</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> <li>● Correctly cite evidence from the text</li> </ul>
<p>RL.6.2. 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 or judgments.</p>	<p>RI.6.2. 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.</p>	<ul style="list-style-type: none"> <li>● Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text</li> <li>● Summarize texts by evaluating key details in which the central idea or theme is located</li> <li>● Distinguish key (thematic) details from all other details</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</li> <li>● Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment</li> </ul>

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<p>RL.6.3. 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.</p>	<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>RL.6.3:</p> <ul style="list-style-type: none"> <li>● Explain the parts of a plot; provide a summary of each part</li> <li>● Observe and analyze how story characters and plot interact and develop throughout a given text</li> <li>● Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways</li> <li>● Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits</li> </ul> <p>RI.6.3:</p> <ul style="list-style-type: none"> <li>● Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>● Identify the structure of a text</li> <li>● Distinguish between different text structures</li> <li>● Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</li> <li>● Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)</li> <li>● Analyze how the text structure affects the relationships between individuals, ideas, or events.</li> <li>● Analyze a writer's style and presentation</li> <li>● Determine the relationship between individuals, ideas, or events</li> </ul>
<p>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</p>	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>● Provide an analysis of the impact of specific word choice on meaning and/or tone</li> <li>● Analyze why the author made a specific word choice</li> <li>● Analyze the impact of the word choice on the reader</li> <li>● Evaluate the effectiveness of the author's word choice</li> <li>● Identify poetic devices used in text</li> <li>● Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> </ul>
<p>RL.6.5. 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.</p>	<p>RI.6.5. 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>	<ul style="list-style-type: none"> <li>● Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope</li> <li>● Recognize how form relates to function and how a part relates to a whole</li> <li>● Distinguish between different text structures</li> <li>● Identify part to whole and whole to part relationships</li> <li>● Observe how the individual components of the text add to the development of the theme, setting, and plot</li> <li>● Analyze why the author included a specific section (chapter, scene, or stanza, etc.)</li> </ul>

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		<p>of the text</p> <ul style="list-style-type: none"> <li>Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader</li> <li>Evaluate the effectiveness of the author’s choice to include this section (chapter, scene, or stanza, etc.)</li> </ul>
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Identify various points of view</li> <li>Determine how the author develops the point-of-view of the narrator or speaker in the text</li> <li>Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</li> <li>Determine how the author’s word choice helps develop the narrator or speaker’s point of view</li> <li>Evaluate the effectiveness of the author’s choice in point of view</li> </ul>
RL.6.1.0 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.	RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<ul style="list-style-type: none"> <li>Determine difficulties in comprehending and making meaning</li> <li>Apply appropriate strategies in order to increase comprehension when encountering text</li> <li>Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life</li> <li>Make an increasing number of connections among ideas and between texts</li> <li>Use scaffolding when necessary</li> </ul>
<b>Unit 4 Writing Standards</b>		<b>Unit 4 Writing Critical Knowledge and Skills</b>
<p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>W.6.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.E. Establish and maintain a formal/academic style, approach, and form.</p> <p>W.6.2.F. Provide a concluding statement or section that follows from the information or explanation presented.</p>		<ul style="list-style-type: none"> <li>Introduce a topic</li> <li>Compose a well-developed thesis statement</li> <li>Select appropriate text structures and text features for clarity</li> <li>Include formatting, graphics, and multimedia when useful to aid comprehension</li> <li>Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic</li> <li>Cite information correctly by following the proper format</li> <li>Transition between ideas and concepts using appropriate words and phrases</li> <li>Select specific vocabulary to inform about or explain the topic</li> <li>Consistently use a formal style</li> <li>Write a conclusion to bring all ideas to a close</li> </ul>

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<p>W.6.4. Produce clear and coherent writing in which the development, organization, <b>voice</b>, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack a writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice</li> <li>● Create a tone that is appropriate for one’s audience</li> </ul>
<p>W.6.5. 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.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● Distinguish between editing and revising</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> <li>● Use tools including blogs and wikis, to develop writing and communicate with students in their classes</li> <li>● Type a minimum of three pages in a single sitting</li> <li>● Use keyboarding skills to make typing more efficient</li> <li>● Type three pages in an appropriate amount of time</li> </ul>
<p>W.6.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> <li>● Explore inquiry topics through short research projects</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> <li>● Compile a list of sources to use for a project</li> <li>● Refocus the intent of the research when appropriate</li> </ul>
<p>W.6.8. (Choice) 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 plagiarism and providing basic bibliographic information for sources.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Avoid plagiarism in writing</li> <li>● Follow typing appropriate typing format and conventions</li> </ul>
<p>W.6.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.  W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").  W.6.9.B. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text,</p>	<ul style="list-style-type: none"> <li>● Write a clear thesis statement</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Incorporate evidence into written pieces, using introductory phrases and transitions</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Provide adequate supporting details for each main idea in writing</li> </ul>

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<p>distinguishing claims that are supported by reasons and evidence from claims that are not").</p>	<ul style="list-style-type: none"> <li>● Use and maintain a formal style in writing</li> <li>● Choose specific language to explain a topic</li> <li>● Write a concluding statement/section that follows from and supports analysis</li> <li>● Revise and edit the written piece for improvement</li> <li>● Apply a specific organizational strategy to a compare-contrast essay</li> </ul>
<p>W.6.10. Write routinely over extended time frames (time for research, reflection, <b>metacognition/self correction</b>, and revision) and shorter time frames (a single sitting or a day or two) for a range of <b>discipline-specific</b> tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Reflect on and be able to explain purposeful decisions made while writing</li> <li>● Respond to a wide-variety of topics for an array of purposes and audiences</li> <li>● Produce written reflections</li> </ul>
<p><b>Unit 4 Speaking and Listening Standards</b></p>	<p><b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>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.</p> <p>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.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.6.1.D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Interpret and evaluate information presented in diverse media and formats</li> <li>● Explain how each medium shapes or influences the audience's perception and understanding of the information presented</li> <li>● Evaluate the effectiveness of the chosen format for presenting the information</li> <li>● Observe how various mediums appeal to one or more senses with varying levels of intensity</li> <li>● Compare the reading of a speech to watching a video of the speech</li> </ul>
<p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; <b>use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</b></p>	<ul style="list-style-type: none"> <li>● Utilize skills that are common to the language production domain of writing</li> <li>● Organize ideas in a logical, sequential order</li> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Use appropriate eye contact, adequate volume, and clear pronunciation</li> </ul>
<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<ul style="list-style-type: none"> <li>● Incorporate multimedia and visual displays into presentations to add clarity to their content</li> <li>● Incorporate posters outlining charts/graphs to clarify information and captivate their</li> </ul>

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	<p>audience</p> <ul style="list-style-type: none"> <li>● Incorporate music and/or sound effects into their presentation to bring the information “to life” and allow for greater engagement with the audience</li> <li>● Incorporate technology to enhance the presentation</li> </ul>
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.)	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> <li>● Manipulate the speech based upon context</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>
<p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.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.</p>	<ul style="list-style-type: none"> <li>● Revise grammatical errors in writing</li> <li>● Perform peer reviews of writing to identify and correct grammatical errors</li> <li>● Identify and use strategies to revise writing</li> </ul>
<p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Define and identify nonrestrictive/parenthetical elements in writing</li> <li>● Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements</li> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.A. Vary sentence patterns for meaning, reader/listener interest, and style/voice.</p> <p>L.6.3.B. Maintain consistency in style and tone.</p>	<ul style="list-style-type: none"> <li>● Identify various sentence patterns</li> <li>● Incorporate various sentence patterns to create style and voice</li> <li>● Use a consistent style and tone when writing or speaking</li> </ul>
<p>L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L.6.4.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 or its part of speech.</p> <p>L.6.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use a word's position in a sentence as a clue to the meaning of a word</li> <li>● Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</li> <li>● Determine the meaning of commonly used prefixes and suffixes</li> <li>● Separate a base word from the prefix or suffix</li> <li>● Use the definition of known prefixes and suffixes to define new words</li> <li>● Identify root words in unknown words</li> <li>● Use known root words to aid in defining unknown words</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech.</li> <li>● Use reference materials to check the inferred meaning of words</li> </ul>
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Acquire and use accurately a range of general academic and domain-specific words</li> </ul>

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considering a word or phrase important to comprehension or expression.	and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level <ul style="list-style-type: none"><li>● Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</li><li>● Acquire and use accurately grade appropriate general academic and domain specific words and phrases</li><li>● Dissect assignments and determine the key processes required</li></ul>
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