

Pacing Guide by Quarters

Grade 6 CCSS Integrated English Language Arts

Content:

- ❖ Introduction
- ❖ Integrated ELA
- ❖ Five Dimensions of Teaching & Learning
- ❖ Resources & Strategies
- ❖ Grade 6 Check List



CCSS sixth grade reading informational text integrates English Language Arts with history (social studies) and science. The history and science ELA standards are in the 6th – 8th grade band. All effort has been made to align the 6th – 8th grade ELA history and science to the 6th grade reading informational text standard.

Introduction and Overview:

All **Common Core State Standards** represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning.

The natures of the ELA common core standards (reading, writing, language and speaking/listening) oblige our instruction to be integrative. Anthologies will become **secondary** supportive resources while the CCSS will be the **primary** guide.

Sixth grade students will be exposed to a wide genre of literary and informational text.

Text Types: (approximate lexile range for grades 4-5 is '700-980').

Literary Types: Reading to explore others' experiences; reading for enjoyment

Stories

adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths

Dramas

Includes staged dialogue and brief familiar scenes

Poetry

nursery rhymes and subgenres of the narrative poem, limerick, and free verse poem

Informational Text: Reading to be informed

Literary Nonfiction and Historical, Scientific, and Technical Texts

Includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

Depth Of Knowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a "depth(s) of knowledge" that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb's Depth-of-Knowledge Levels. www.smarterbalanced.org

WEB's Depths Of Knowledge (DOKs)

1 Recall and Reproduction	2 Skills and Concepts	3 Short-Term Strategic Thinking	4 Extended Thinking
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Bloom's Taxonomy

Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
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A Standard is a Depth of Knowledge #1 when students are being asked to...	A Standard is a Depth of Knowledge #2 when students are being asked to...	A Standard is a Depth of Knowledge #3 when students are being asked to...	A Standard is a Depth of Knowledge #4 when students are being asked to...
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...students are being asked to remember previously learned material by recalling facts, terms, concepts or answers. students are being asked to show me understanding by organizing, comparing, giving descriptions and stating a main idea.	...solve problems for new situations by applying learned knowledge, facts or rules in a different way	...examine and break apart information into parts by looking at motives, causes and relationships. ...present and defend an opinion or make a judgment based on a set of criteria	...put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts).
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Depth Of Knowledge

A standard's assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand or when there are multiple texts the level moves up to a **"4."** This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is always the end goal. A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text.

Grade 6: Literary Text (RL) and DOKs

Standard	1	2	3	4	5	6	7	8	9	10
Grade 6	2	2	3,4	2,3	2,4	3,4	2,4	N/A	4	N/A

Informational Text (RI) and DOKs

1	2	3	4	5	6	7	8	9	10
2	2	2,3,4	1,2	2,4	3	2,4	3	4	N/A

Grade 6 includes the same DOK for History, Social Studies and science Text

Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9. Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific assessment target.

Overarching standards (taught throughout the year)

RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 6-8 text complexity band independently and proficiently
RI.6.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 6-8 text complexity band independently and proficiently.
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently
Note	Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Note: * Indicates that the CCSS is increasing in complexity year to year.

Introduction Quarter One

Grade 6: Quarter One

Reading Literature

In fiction texts, the main idea is much more heavily weighted toward the author's message. An example would be "Never give up on your dreams" from the story of Cinderella.

During the first quarter of sixth grade students cite specific textual evidence in order to draw inferences from the text (RL.6.1) summarize central ideas (RL.6.2) and follow the development of plot in literary text (RL.6.3). Sixth graders respond to an author's style and technique in literary works (W.6.3-a) and are able to incorporate those techniques into writing their own narrative pieces using literary vocabulary and styles/techniques (W.6.3.b-c-d).

Informational Text

In nonfiction texts, the main idea is what holds the facts together...although, as you'll see below, there's still room for an author's message in nonfiction texts.

Sixth grade students are expected to read to support an analysis of primary and secondary sources in history, social studies or science (RI.6.1, RH.6.1). They organize details around a central theme or idea to include in their own expository pieces (RI.6.1, RH.6.2). Students become more adept at understanding and using non-fiction writing structures (W.6.2-a). Students read informational text to analyze in detail individuals, events or ideas and how each are elaborated (W.6.3, RH.6.3). Students edit and write a conclusion to their informational piece by first analyzing how an author concludes his/her own text (W.6.2.e). Sixth graders write and speak in a more formal style, using reference materials to clarify precise word meaning and definitions.

IMPORTANT NOTE:

The standards for each quarter are presented as integrated "lessons." The standards within each lesson should be taught together. Standards were aligned within lessons based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year.

Pacing Guide by Quarter

Gr. 6

Quarter 1

ELA Literary Text

Literary Overview: Literary text in the first quarter of sixth grade targets citing specific textual evidence in order to draw inferences from the text. Students determine a central idea and how it's conveyed through details. Students learn to understand how a plot unfolds in a series of episodes. Sixth graders respond to an author's style and technique in literary works and are able to reproduce those techniques while writing their own narrative pieces. **NOTE: The ellipsis (dots) before, during or after a standard "....." indicate that part of a standard quotation (the first, middle or last) is missing.**

Unit of Study One- Literary Text	Unit of Study Two- Literary Text	Unit of Study Three- Literary Text
<p>Overview: Students in sixth grade study literary narrative techniques in order to write their own narratives. Using language forms of the function explaining, students learn to develop and use explanations using appropriate verb forms, declarative and complex sentences, adverbs of manner and indicative verbs (ELP Target).</p>	<p>Overview: Sixth grade students studied narrative techniques (dialogue, pacing, and description, to develop experiences, events, and/or characters) while reading literary text. They use these techniques in their own writing as part of the planning and revising stages. Description is used to summarize a main idea (ELP Target).</p>	<p>Overview: Students use specific literary vocabulary (plot, episode, characters, resolve, elements, setting, dialogue, incidents, action, etc...) in discussions about literary text. Literary techniques will be evident as students complete a narrative writing piece (ELP Target). Students are able to recognize literary vocabulary in selected reading text. They complete their narrative writing piece by editing for transitional words to indicate shifts and state a conclusion.</p>
<p>Reading Skill: Inferring Reading Strategy: Evaluation E.L.P. Target Function: Explaining</p>	<p>Reading Skill: Main Idea Reading Strategy: Summarizing E.L.P. Target Function: Description</p>	<p>Reading Skill: Drawing Conclusions Reading Strategy: Summarizing E.L.P. Target Function: Literary Analysis Drawing conclusions</p>
<p>E.L.P. Target Forms: Explaining Details: did, are, will, am, is, can, (present and past verb phrase tenses) can, run, did run - ran</p>	<p>E.L.P. Target Forms: Describing: (to summarize) compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially</p>	<p>E.L.P. Target Forms: Literary Analysis: sentences - simple: subjects, verbs, adjectives or objects, compound: before, and, after Drawing Conclusions:</p>
<p>I Read to infer using specific textual evidence to support my analysis.</p>	<p>I Read to determine a theme, use details as support, and provide a summary of my findings.</p>	<p>I Read how resolution of a plot evolves, character responses and sequential story episodes (supports ELP standard).</p>
<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Use text to model author's descriptive language in narrative style.</i></p>	<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. <i>Relate text to writing style that students can implement.</i></p>	<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. <i>Studying plot sequence supports the narrative writing piece students produce.</i></p>
<p>I Write and Speak using words and phrases with descriptive detail and sensory language (supports ELP target).</p>	<p>I Plan to write a narrative piece by organizing event sequence.</p>	<p>I Edit my narrative piece to be sure I have transitional words to sequence plot development and to provide a strong conclusion.</p>
<p>W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <i>Students write a response about the author's descriptive style and literary techniques.</i></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. <i>Refer to the structure sequence author's use in literary text as the reading stimulus as a reference for their own writing.</i></p>	<p>W.6.3.c Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.e Provide a conclusion that follows from the narrated experiences or events (supports ELP standard).</p>
<p>I Write to respond about how the author uses technique, detail and structured event sequences (supports ELP target).</p>	<p>I Revise my narrative piece to reflect descriptive dialogue (ELP standard) and maintain style and tone.</p>	<p>I Speak and Write using punctuation for effect during discussions and in writing. I am prepared for discussions.</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. <i>Students study an author's narrative writing format (structure, as a model for their own writing).</i></p>	<p>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>
<p>I Speak and Write using a variety of sentence patterns for interest and style and to engage in discussion.</p>	<p>L.6.3.b Maintain consistency in style and tone.</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>L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.</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 (ELP standard).</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>		

- Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

Pacing Guide by Quarter

Gr. 6

Quarter 1

ELA Informational Text

Informational Overview: Sixth grade students begin to use history, social studies and science texts as “reading texts.” As they read they study the use of style, structure, organization and how details convey a central theme. Students are able to reproduce some of these concepts into their own informational writing pieces. **NOTE: The ellipsis (dots) before, during or after a standard “....” indicate that part of a standard quotation (the first, middle or last) is missing.**

Unit of Study Four -Informational Text	Unit of Study Five - Informational Text	Unit of Study Six - Informational Text
<p>Overview: Students read to support an analysis of a primary and secondary source in history or social studies. They cite specific evidence to support inferences from text (ELP Target). Students organize relevant content to include in their own expository pieces. Students gain an understanding of non-fiction writing structures.</p> <p>Reading Skill: Inferring Reading Strategy: Evaluation E.L.P. Target Function: Explaining</p> <p>E.L.P. Target Forms: <u>Explaining Details:</u> did, are, will, am, is, can, (present and past verb phrase tenses) can, run, did run - ran</p>	<p>Overview: Students have responded about how an author presents information through style and structure in Unit #1. They <u>plan</u> an explanatory/informational writing piece referring to a history, social studies or science text. Using description of details, students summarize the identified central idea (ELP Target).</p> <p>Reading Skill: Main Idea Reading Strategy: Summarizing E.L.P. Target Function: Description</p> <p>E.L.P. Target Forms: <u>Describe:</u>(to summarize) compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially</p>	<p>Overview: Students read informational text (history) to analyze in detail how individuals, key steps in a process, events or ideas are elaborated through examples. They draw a specific conclusion (ELP Target) about a historical event based on text evidence. Students write an informational piece</p> <p>Reading Skill: Drawing Conclusions Reading Strategy: Summarizing E.L.P. Target Function: Drawing conclusions</p> <p>E.L.P. Target Forms: <u>Drawing conclusions:</u> elements of compare/contrast, comparative adjectives with conjunctions such as <i>although, because, that</i>, idiomatic phrases and passive voice</p>
<p>I Read informational text to <u>analyze</u> and <u>infer</u>.</p>	<p>I Read informational text to <u>determine</u> and <u>summarize</u> a <u>central idea</u> <u>without</u> my personal <u>opinion</u> or <u>judgment</u>. I indicate my <u>source</u>.</p>	<p>I Read historical text to <u>analyze</u> key <u>individuals</u>, key <u>steps</u> of a <u>process</u>, <u>events</u> or <u>ideas</u> in detail (including <u>elaboration</u> through examples).</p>
<p>RI.6.1 Cite <u>textual evidence</u> to support <u>analysis</u> of what the text says explicitly as well as <u>inferences</u> drawn from the text (supports ELP Target).</p> <p>RH.6-8.1 Cite specific <u>textual evidence</u> to support analysis of <u>primary</u> and <u>secondary sources</u>. <i>Use text to model author’s writing style and structure for presenting history or social studies topics.</i></p>	<p>RI.6.2 <u>Determine</u> a <u>central idea</u> of a text and how it is conveyed through particular <u>details</u>; provide a <u>summary</u> of the text distinct from personal opinions or judgments. RH.6-8.2/RST.6-8.2 Determine the central ideas or information of a <u>primary</u> or <u>secondary source</u>; provide an accurate <u>summary</u> of the <u>source</u> distinct from prior knowledge or <u>opinions</u>. <i>Model an author’s style and structure of presenting a central idea in history/social studies/science topics.</i></p>	<p>RI.6.3 Analyze in <u>detail</u> how a key <u>individual</u>, <u>event</u>, or <u>idea</u> is introduced, illustrated, and <u>elaborated</u> in a text (e.g., through examples or anecdotes). RH.6-8.3 <u>Identify</u> key <u>steps</u> in a text’s description of a <u>process</u> related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
<p>I Write and Speak about what I’ve read to convey <u>ideas</u> in an <u>organized</u> and <u>relevant</u> way.</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey <u>ideas</u>, concepts, and information through the <u>selection</u>, <u>organization</u>, and <u>analysis</u> of relevant content.</p> <p><i>Students write a response about how an author organizes ideas.</i></p>	<p>I Plan my writing by <u>organizing relevant</u> topic <u>information</u>.</p> <p>W.6.2.b Develop the <u>topic</u> with <u>relevant</u> facts, definitions, concrete details, quotations, or other <u>information</u> and examples (<i>graphic organizers</i>.)</p>	<p>I Edit my informational piece to be sure my <u>formal style</u> is <u>consistent</u>. My conclusion is based on supported evidence (supports ELP standard).</p> <p>W.6.2.e Establish and <u>maintain</u> a formal <u>style</u></p> <p>W.6.2.f Provide a <u>concluding</u> statement or section that follows from the <u>information</u> or <u>explanation</u> presented (supports ELP standard).</p>
<p>I Write using <u>strategies</u> to <u>organize ideas</u> and <u>concepts</u>.</p> <p>W.6.2.a Introduce a topic; <u>organize ideas</u>, <u>concepts</u>, and information, using <u>strategies</u> such as <u>definition</u>, <u>classification</u>, <u>comparison/contrast</u>, and <u>cause/effect</u>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><i>Students analyze an author’s writing format (structure) as a model for planning.</i></p>	<p>I Revise my writing piece to be sure <u>transitions</u> emphasize and describe the main idea (supports ELP standard).</p> <p>W.6.2.c Use appropriate <u>transitions</u> to clarify the relationships among ideas and concepts.</p>	<p>I Write to be sure my <u>meaning</u> is <u>precise</u> in my word choice.</p> <p>L.6.4.c Consult <u>reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its <u>precise meaning</u> or its part of speech.</p>
<p>I Write using <u>conventional language</u> to explain informational topics.</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 <u>conventional language</u>.</p>	<p>W.6.2.d Use <u>precise language</u> and <u>domain-specific vocabulary</u> to inform about or explain the topic.</p>	<p>I Speak about a topic using <u>multimedia</u> to <u>clarify</u> information.</p> <p>SL.6.1 Include <u>multimedia components</u> (e.g., graphics, images, music, and sound) and visual displays in presentations to <u>clarify</u> information (use discussion to support ELP standard of drawing conclusions).</p>
<p>I Speak and interpret ideas in various formats (charts, tables).</p> <p>SL.6.2 Interpret information presented in diverse media and <u>formats</u> (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study (explaining supports ELP standard).</p>	<p>I Speak about a topic using <u>multimedia</u> to <u>clarify</u>.</p> <p>SL.6.5 Include <u>multimedia-components</u> (e.g., graphics, images, music, sound) and visual displays in presentations to <u>clarify</u> information</p>	

- Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

First Quarter Focus Standards

Gr6

Quarter 1 Goals and Objectives

Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

Unit of Study One – Literary Text	Unit of Study Two – Literary Text	Unit of Study Three – Literary Text
<p><u>I can</u></p> <ul style="list-style-type: none"> • <u>infer</u> using specific <u>textual evidence</u> to support my analysis (RI.6.1). • use <u>words</u> and <u>phrases</u> with <u>descriptive detail</u> and sensory <u>language</u> (supports ELP standard), (W.6.3.d). • respond about how the author uses <u>technique, detail</u> and <u>structure</u> (W.6.3). • use a <u>variety</u> of <u>sentence patterns</u> for interest and style and to engage in discussion, (L.6.3.a, SL.6.1). 	<p><u>I can</u></p> <ul style="list-style-type: none"> • <u>determine</u> a <u>theme</u>, use details as support and provide a summary of my findings (RL.6.2). • <u>write</u> a narrative piece by <u>organizing event sequence</u> (W.6.3.a). • my narrative piece to reflect descriptive <u>dialogue</u> and maintain <u>style</u> and tone (W.6.3.b). 	<p><u>I can</u></p> <ul style="list-style-type: none"> • explain how <u>resolution</u> of a plot <u>evolves</u> using <u>character responses</u> and <u>sequential</u> story <u>episodes</u> (RL.6.3). • edit my narrative piece to be sure I have <u>transitional words</u> to <u>sequence plot</u> development and to provide a strong <u>conclusion</u> (W.6.2.e, W.6.2.f). • use <u>punctuation</u> for <u>effect</u> (L.6.2.a, SL.6.1).
Unit of Study Four – Informational Text	Unit of Study Five – Informational Text	Unit of Study Six – Informational Text
<p><u>I can</u></p> <ul style="list-style-type: none"> • cite <u>textual evidence</u> including <u>primary</u> and <u>secondary sources</u> (RL.6.1,RH.6-8.1). • select, organize and analyze <u>informational content</u> about a topic (W.6.2.) • recognize and use <u>conventional English</u> when writing and presenting (L.6.1.e). • use strategies such as <u>definition, classification, comparison/contrast,</u> and <u>cause/effect</u> to introduce a topic(W.6.2.a) • Interpret information presented in <u>diverse media</u> and <u>formats</u> (W.6.2.a, SL.6.2). 	<p><u>I can</u></p> <ul style="list-style-type: none"> • <u>determine</u> the <u>central idea</u> of a history or social studies text and summarize the source (RI.6.2, RH.6-8.2, RST.6-8.2). • use <u>facts, definitions,</u> concrete <u>details, quotations,</u> or other information and examples (W.6.2.b). • use appropriate <u>transitions</u> to clarify the relationships among ideas and concepts (W.6.2.c). • use <u>precise language</u> and <u>domain-specific vocabulary</u> to inform about or explain a history or social studies topic (W.6.2.d). • use <u>multimedia</u> and <u>visual displays</u> when I speak to an audience to help them understand my topic (SL.6.5). 	<p><u>I can</u></p> <ul style="list-style-type: none"> • give an <u>example</u> of how <u>individuals, events,</u> or <u>ideas</u> are introduced, illustrated, and <u>elaborated</u> in a text (RI.6.3). • <u>identify</u> key <u>steps</u> in a <u>process</u> related to history/social (RH.6-8.3). • <u>write</u> using a <u>formal style</u> (W.6.3.e). • <u>write</u> a <u>concluding statement</u> using information I’ve presented (W.6.2.f). • use <u>reference materials</u> to be sure I am using words in the right context (L.6.4.c).

Introduction Quarter Two

Grade 6: Quarter Two

Reading Literature

Students read complex literature and more sophisticated ideas. They read narratives that may take the form of fictional stories, memoirs, and anecdotes, types of poetry or autobiographies. They analyze parts of a narrative text to understand its contributions to developing the theme, setting and plot (RL.6.5). They recognize context, characters and event sequence. Students compare what they see and hear in a narrative text in contrast to its audio or video version (RL.6.7). Students infer a point of view using clues within context (RL.6.6).

Studied authors become student guides to narrative writing structures (W.6.3-a). They develop an organized event sequence using transitional words to signal a change in events (W.6.3.c). Characters have an evident point of view (clued with precise words and dialogue),(W.6.3.b), while descriptive details convey experiences and events. Students continue to demonstrate a command of previously learned language conventions as they write and integrate pronoun use to a more advance level (L.6.1.a). Sixth graders demonstrate in their writing an understanding of subjective, possessive and objective pronouns (L.6.1.b). They correct inappropriate shifts in pronouns and correct vague or unclear pronouns. Students use intensive pronouns correctly (L.6.1.c-d).

Informational Text

Informational text provides a connection to history, social studies and science. Students read informational text and evaluate how author’s use structure to organize text (RI.6.5, RST.6.5). They analyze the author’s purpose in informational text (explanation, procedure or experiment), (RI.6.6, RST.6.6).

The Common Core State Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. Argument writing is essentially essay writing. Students in sixth grade choose a topic to write about. They read and analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by evidence (W.6.1-a). They write an argument to support a claim about an historical event (*if science students make claims in the form of statement or conclusions*).

They integrate information from various sources (RI.6.7, RH.6.7 or RST.6.7). Students write to defend a claim or show both sides of an issue (W.6.1.b, WHST.6.1b-c). They write in a formal style (L.6.3.b). Students use words and phrases to clarify meaning using a variety of strategies (relationship words are used in more specificity {item/category}, context supports word meaning, references provide precise meaning), (W.6.1.c).

IMPORTANT NOTE:

The standards for each quarter are presented as integrated “lessons.” The standards within each lesson should be taught together. Standards were aligned within lessons based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year.

Literature Overview Students focus on literature in the second quarter of sixth grade. They understand how narrative text structures contribute to theme, setting and plot. Students read and use text structures to guide their own narrative writing. They plan a context, introduce characters and organize an event sequence. Students integrate narrative techniques, use transitional words, sustain a point of view and demonstrate a command of language conventions.

NOTE: The ellipsis (dots) before, during or after a standard “.....” indicate that part of a standard quotation (the first, middle or last) is missing.

Unit of Study #1 - Literary Text		Unit of Study #2 - Literary Text		Unit of Study #3 - Literary Text	
Overview: Students analyze parts of a narrative text to understand its contributions to developing the theme, setting and plot (ELP target). They write and respond about the structure of a studied text to prepare for writing their own narratives. They recognize context, characters and event sequence. Pronouns are used correctly.		Overview: Students compare and contrast what they see and hear in a studied narrative text and its audio or video version (ELP target). They continue to study structure and development (in many versions), of theme, setting and plot. They integrate dialogue, pacing, description and transitional words as they <u>plan</u> and <u>revise</u> their own writing.		Overview: Students read to write. They develop a definite point of view in their narrative writing. They use clues (precise words and phrases) to infer a point of view and to convey experiences or events. They verify word meaning with references. <u>Editing</u> focuses on pronoun use and a conclusion (ELP target) emphasizing point of view.	
Reading Skill:	Text Organization	Reading Skill:	Compare and Contrast	Reading Skill:	Author’s Purpose
Reading Strategy:	Summarizing	Reading Strategy:	Monitor and Clarify	Reading Strategy:	Evaluate
E.L.P. Target Function:	Analyze Explain	E.L.P. Target Function:	Compare and Contrast	E.L.P. Target Function:	Drawing Conclusions
E.L.P. Target Forms:	<u>Analyze:</u> verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly <u>Explain:</u> appears to, suggests, means that, (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so,	E.L.P. Target Forms:	<u>Compare and Contrast:</u> ___ is like ___ because___, both are similar, is different than, ___from___ is ___, whereas ___has___, the same___	E.L.P. Target Forms:	<u>Conclusion:</u> comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)
I Read to <u>analyze</u> how text <u>structures</u> affect story <u>elements</u> .		I Read to <u>compare written</u> works to <u>audio</u> , <u>video</u> or <u>live</u> versions.		I Read to understand how <u>point of view</u> is <u>developed</u> and why.	
RL.6.5 Analyze how a particular <u>sentence</u> , <u>chapter</u> , <u>scene</u> , or <u>stanza</u> fits into the overall structure of a <i>narrative</i> text and <u>contributes</u> to the development of the <u>theme</u> , <u>setting</u> , or <u>plot</u> . <i>Possible questions:</i> <i>How does the chapter contribute to the rising action? How does the author use the scene to develop a theme? How does description establish the setting?</i> (Supports ELP standard.) <i>Use studied text structure to model theme, setting and plot development (graphic organizer).</i>		RL.6.7 <u>Compare</u> and <u>contrast</u> the experience of <u>reading a story</u> , <u>drama</u> , or <u>poem</u> to <u>listening</u> to or <u>viewing</u> an <u>audio</u> , <u>video</u> , or <u>live</u> version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. <i>Ask students how one version (print, digital) is different than another (audio, video) of the same story. Compare the development of theme, setting and plot in different versions (supports ELP standard).</i>		RL.6.6 Explain how an author <u>develops</u> the <u>point of view</u> of the narrator or speaker in a text. <i>How does an author develop the point of view of a specific character? What is the author’s most likely reason in writing a story from a characters point of view? How does telling a story from a certain point of view influence the story? Model reaching a conclusion about a point of view (supports ELP standard).</i>	
I Write a narrative using <u>descriptive details</u> and a clear <u>event sequence</u> .		I Plan the development of <u>events</u> and <u>characters</u> with <u>dialogue</u> , <u>pacing</u> and descriptive <u>details</u> .		I Write to convey experiences or events with <u>precise words</u> , <u>descriptions</u> and <u>sensory language</u> .	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant <u>descriptive details</u> , and well-structured <u>event sequence</u> .		W.6.3b Use narrative techniques, such as <u>dialogue</u> , <u>pacing</u> , and <u>description</u> , to develop <u>experiences</u> , <u>events</u> , and/or <u>characters</u> . <i>Students plan their writing using the modeled narrative graphic organizer from Unit #1. They use the techniques of dialogue, description and pacing.</i>		W.6.3d Use <u>precise words</u> and <u>phrases</u> , relevant <u>descriptive details</u> , and <u>sensory language</u> to convey experiences and events. L.6.4d 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).	
I Write to establish a <u>context</u> , introduce <u>characters</u> and organize <u>events</u> .		I Revise words, phrases and <u>clauses</u> to show <u>transitions</u> between events. I use <u>commas</u> to set off <u>non-essential</u> words or phrases.		I Edit my <u>conclusion</u> to <u>follow</u> the <u>events</u> in my writing. I edit <u>pronouns</u> for correct use.	
W.6.3a Engage and orient the reader by establishing a <u>context</u> and introducing a <u>narrator</u> and/or <u>characters</u> ; organize an <u>event sequence</u> that unfolds naturally and logically. <i>Continue asking questions about a studied narrative text (i.e., how does the author establish, introduce and organize the narrative? Students could respond in a journal).</i>		W.6.3c Use a variety of <u>transition words</u> , <u>phrases</u> , and <u>clauses</u> to convey <u>sequence</u> and signal shifts from one time frame or setting to another. L.6.2a Use punctuation (<u>commas</u> , parentheses, dashes) to set off <u>nonrestrictive</u> /parenthetical elements.* <i>Non-restrictive modifiers add information that is <u>not essential</u>...(i.e., The lawyers, <u>who have an office downtown</u>, think that we have no chance of winning.</i>		W.6.3e Provide a <u>conclusion</u> that <u>follows</u> from the narrated experiences or <u>events</u> . <i>The conclusion supports the event sequence but expands on evidence of the author’s point of view.</i> L.6.1c Recognize and correct inappropriate <u>shifts</u> in <u>pronoun</u> number and person.* L.6.1d Recognize and correct vague <u>pronouns</u> (i.e., ones with unclear or ambiguous antecedents).*	
I Write using <u>pronouns</u> correctly. I recognize pronouns in text I read.		I Write, plan and <u>revise</u> with support from peers and adults.		I Speak to <u>present</u> my narrative writing.	
L.6.1a Ensure that <u>pronouns</u> are in the proper case (<u>subjective</u> , <u>objective</u> , <u>possessive</u>). <i>Subjective case: We spoke to Jill. Objective case: Jill spoke to us. Possessive case: Our friend Jill is overseas.</i> L.6.1b Use <u>intensive pronouns</u> (e.g., <u>myself</u> , <u>ourselves</u>). <i>Intensive: I myself am sick of the heat. Reflexive: I gave myself plenty of time to get to work. You should let yourself into the house.</i>		W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by <u>planning</u> , <u>revising</u> , <u>editing</u> , <u>rewriting</u> , or trying a new approach. SL.6.1.b Follow rules for <u>collegial discussions</u> , set specific goals and deadlines, and define individual roles as needed.		SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent <u>descriptions</u> , <u>facts</u> , and <u>details</u> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	

Informational Overview Student focus on informational text in the second quarter of sixth grade begins with an analysis of text structure and how structure contributes to the development of ideas. They integrate ideas from many sources and through collaborative research in order to write an argument piece. Students determine a point of view or purpose in their writing with evidence for support. They understand how words, phrases and context contribute to their writing.

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Unit of Study #4 - Informational Text		Unit of Study #5 - Informational Text		Unit of Study #6 - Informational Text	
Overview: Students will analyze how structure contributes to the development and understanding of a topic's key ideas (ELP target). They identify (in history or science text), arguments based on claims supported by reason and evidence.		Overview: Students in sixth grade are <u>planning</u> to write an argument piece. They use learned structures from studied texts. Students integrate information from various sources (ELP target) and use visual media with text to clarify meaning. They <u>revise</u> words and sources to clarify meaning.		Overview: Students determine an author's point of view or purpose based on clues from the text (ELP target). Students write an argument piece using clues to support a point of view. They <u>edit</u> using a formal writing style. Their conclusion supports the argument.	
Reading Skill:	Cause and Effect	Reading Skill:	Making Generalizations	Reading Skill:	Author's Purpose
Reading Strategy:	Summarizing	Reading Strategy:	Summarizing	Reading Strategy:	Evaluate
E.L.P. Target Function:	Analyze Cause and Effect	E.L.P. Target Function:	Synthesizing	E.L.P. Target Function:	Supporting Opinions Interpreting
E.L.P. Target Forms:	<u>Analyze</u> verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly any <u>Cause and Effect</u> because, since, consequently, if....then, led to, due to, explains why	E.L.P. Target Forms:	<u>Synthesize</u> relationship verbs: contain, entail, consist of, portative's such as: a part of, a segment of, and quantifiers: some, a good number of, almost all, a few, hardly any	E.L.P. Target Forms:	<u>Support Opinions</u> like/don't, agree/don't, should/not, because/so, IF ...can, would, may, must, <u>Interpret</u> because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, consists of
I Read to understand how specific <u>text parts contribute</u> to idea <u>development</u> and the type of <u>structure</u> used to <u>convey information</u> .		I Read to <u>integrate</u> information from various <u>sources</u> . I integrate visual information with text in order to aid in understanding of a topic.		I Read about the author's <u>point of view</u> . I can explain how it is <u>conveyed</u> . I identify aspects of a text that <u>reveal</u> the <u>point of view</u> .	
RI.6.5 Analyze how a particular <u>sentence, paragraph, chapter, or section</u> fits into the overall structure of a text and contributes to the <u>development</u> of the ideas. RH.6-8.5 Describe how a text presents <u>information</u> (e.g., <u>sequentially, comparatively, causally</u>), (History text). <i>Read examples from texts that use sequence (chronology), cause/effect and description to convey information. Possible questions: How does the cause/effect structure of __chapter contribute to the development of the author's central idea? How does the description in the __paragraph contribute to the development of the author's key ideas? How does the use of chronological order in the __ section help the reader understand the development of the author's ideas?</i> (Supports ELP standard).		RI.6.7 Integrate information presented in <u>different media</u> or <u>formats</u> (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts (history text),(supports ELP standard). <i>Possible prompts: Using the information in the text and the diagram, explain __.Using the information in the article and the graph, explain the impact of __. Using the information in the text and the time line, explain the development of __. Using digital resources collect information about __. Connect to student argument writing in supporting claims (Unit #4).</i>		RI.6.6 Determine an author's <u>point of view</u> or <u>purpose</u> in a text and explain how it is <u>conveyed</u> in the text. RH.6-8.6 Identify <u>aspects</u> of a text that <u>reveal</u> an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts), (supports ELP standard),(history text). <i>Possible Questions: What is the author's viewpoint on __? How does the author convey his/her viewpoint in the text? Use examples from the text to support your answer. What is the author's purpose in this text? How do you know? Is he/she successful in achieving it? Why or why not? Use examples from the text to support your answer. Ask how a student's own writing conveys the point of view.</i>	
I Read to learn how major <u>sections</u> of text are organized to <u>contribute</u> to <u>understanding</u> a topic.		I Read to answer questions using a <u>flowchart, diagram, model, graph</u> or <u>table</u> . I integrate quantitative or technical information.		I Read to be able to analyze why the <u>author</u> explains a <u>procedure</u> or discusses an <u>experiment</u> in a text.	
RST.6-8.5 Analyze the <u>structure</u> an author uses to <u>organize</u> a text, including how the <u>major sections</u> contribute to the <u>whole</u> and to an <u>understanding</u> of the topic. <i>If you are using a science text follow this standard, but connect to RI.6.5 text structures.</i>		RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a <u>version</u> of that information <u>expressed visually</u> (e.g., in a <u>flowchart, diagram, model, graph, or table</u>). <i>If you are using a science text follow this standard, but connect to RI.6.7.</i>		RST.6-8.6 Analyze the <u>author's purpose</u> in providing an <u>explanation</u> , describing a <u>procedure</u> , or discussing an <u>experiment</u> in a text. <i>If you are using a science text follow this standard, but connect to RI.6.6.</i>	
I Write to <u>support</u> a <u>claim</u> with <u>evidence</u> and organized <u>reasons</u> .		I Plan my writing using a variety of <u>sources</u> and accurate <u>data</u> . I Revise using <u>words</u> and <u>phrases</u> to clarify meaning.		I Edit to be sure my writing style is <u>formal</u> . I conclude with a statement <u>supporting</u> my <u>argument</u> .	
W.6.1 Write <u>arguments</u> to <u>support claims</u> (WHST.6-8.1 discipline-specific content) with clear <u>reasons</u> and relevant <u>evidence</u> . W.6.1a Introduce claim(s) and organize the reasons and evidence clearly (WHST.6-8.1a how is it different than other claims?).		W.6.1b Support claim(s) with clear <u>reasons</u> and relevant <u>evidence</u> , using credible <u>sources</u> , demonstrating understanding of a topic or text. WHST.6-8.1b-c... uses <u>accurate data</u> and credible sources. W.6.1c Use <u>words, phrases, and clauses</u> to clarify relationships with evidence.		W.6.1d and WHST.6-8.1d establish and maintain a <u>formal style</u> . W.6.1e and WHST.6-8.1e provides a <u>concluding</u> statement or section that follows and <u>supports</u> the <u>argument</u> presented.	
I Write to use <u>cause/effect structure</u> . I Speak being prepared.		I Write consulting <u>reference materials</u> for <u>pronunciation</u> and <u>meaning</u> .		I Write with a <u>formal consistent</u> style. My <u>words</u> give clues to purpose.	
L.6.5.b Use the <u>relationship between</u> particular <u>words</u> (e.g., <u>cause/effect, part/whole, item/category</u>) to better understand each of the words. SL.6.1.a Come to discussions <u>prepared</u> 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 (continue in units#5 and# 6).		L.6.4.c Consult <u>reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the <u>pronunciation</u> of a word or determine or clarify its precise <u>meaning</u> or its part of speech... W.6.6 Conduct short <u>research projects</u> to answer a question... <i>Students research facts and information to support their argument writing piece. SL.6.1.a.....</i> (continued from unit 4.)		L.6.3.b Maintain <u>consistency</u> in style and tone. 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 <u>clue</u> to the <u>meaning</u> of a word or phrase... SL.6.1.a..... (continued from unit 4).	

Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

ELA Integrated Literature Goals Unit of Study #1- Literary Text	ELA Integrated Literature Goals Unit of Study #2- Literary Text	ELA Integrated Literature Goals Unit of Study #3- Literary Text
<p><u>I can</u></p> <ul style="list-style-type: none"> determine the various <u>structures</u> of literary text (RL.6.5). determine the <u>theme</u>, <u>plot</u> and <u>setting</u> (RL.6.5). analyze how a particular <u>sentence</u>, <u>chapter</u>, <u>scene</u> or <u>stanza</u> fits into the overall structure of a text (RL.6.5). analyze how each part <u>contributes</u> to theme development (RL.6.5). describe ways authors <u>engage</u> readers(W.6.3.a) establish context by <u>introducing</u> a <u>narrator</u> or <u>character</u>(s) in my narrative writing (W.6.3.a). recognize and <u>organize</u> an <u>event sequence</u> (W.6.3.a). recognize appropriate <u>pronoun</u> case (<u>subjective</u>, <u>objective</u> and <u>possessive</u>) (L.6.1.a) recognize and determine proper <u>intensive pronouns</u>. (L.6.1.b) 	<p><u>I can</u></p> <ul style="list-style-type: none"> recognize <u>multiple</u> text <u>formats</u> (<u>audio</u>, <u>video</u>, <u>live</u> and written versions), (RL5.7). determine <u>similarities</u> and <u>differences</u> in reading a story, <u>drama</u> and <u>poem compared</u> to an audio, video or live version (RL5.7). can analyze and use in my writing, narrative techniques such as <u>dialogue</u>, <u>description</u> and <u>pacing</u> (W.6.3.b). identify and use in my writing <u>transitional words</u>, <u>phrases</u> and <u>clauses</u> that indicate a change in a narrative (W.6.3.c). use <u>punctuation</u> (commas, parenthesis, dashes) to set off information that is not essential (L.6.2.a). follow agreed upon <u>rules</u> during discussions, set <u>goals</u> and work with a peer as needed (SL.6.1.b). 	<p><u>I can</u></p> <ul style="list-style-type: none"> recognize <u>strategies</u> authors' use to develop different points of view (revealing character's <u>thoughts</u> and <u>actions</u>, <u>dialogue</u>, what other <u>characters think</u> or <u>say</u>) (RL.6.6). identify <u>details</u> in the text where an <u>author develops</u> a narrator's or character's <u>point of view</u>(RL.6.6). use precise <u>words</u>, descriptive <u>details</u> and <u>sensory language</u> to develop experiences and events (W.6.3.d). write a <u>conclusion</u> for my narrative that follows the <u>sequence of events</u>(W.6.4.e). recognize and use <u>indefinite pronouns</u> to improve my writing (L.6.1.c). recognize and <u>correct shifts</u> in <u>pronoun number</u> and <u>person</u> in my writing(L.6.1.d). present my narrative writing focusing on <u>details</u>, logical <u>sequence</u> and <u>speaking</u> (eye contact, volume, and pronunciation),(SL.6.4).

ELA Integrated Informational Text Goals Unit of Study #4- Informational Text	ELA Integrated Informational Text Goals Unit of Study #5- Informational Text	ELA Integrated Informational Text Goals Unit of Study #6- Informational Text
<p><u>I can...</u></p> <ul style="list-style-type: none"> determine text <u>structure</u> (<u>chronology</u>, <u>comparison</u> <u>cause/effect</u> and <u>problem/solution</u>), (RI.6.5). analyze how particular <u>sentences</u>, <u>paragraphs</u>, <u>chapters</u> or <u>sections</u> fit into the overall <u>structure</u> and <u>development</u> of ideas(RI.6.5). determine how an author <u>introduces</u> a <u>claim</u> or argument in a text(W.6.1-a). <u>organize</u> the <u>reasons</u> a claim is relevant (W.6.1.a) distinguish between among the different types of words relationships (cause/effect, part/whole, item/category) (L.6.5.b). 	<p><u>I can ...</u></p> <ul style="list-style-type: none"> recognize how to <u>access information</u> from different <u>media</u> and <u>formats</u>(RI.6.7). <u>combine</u> information taken from <u>different media</u> and <u>formats</u> in my writing(RI.6.7). evaluate the <u>credibility</u> of <u>sources</u> used and the <u>relevance</u> of the evidence(W.6.1b). recognize <u>words</u>, <u>phrases</u> and <u>clauses</u> that show <u>relationships</u> among claims (W.6.1.c). write using <u>words</u>, <u>phrases</u> and <u>clauses</u> to <u>support</u> a claim (W.6.1.c). consult print and digital <u>reference materials</u>(L.6.4.c). 	<p><u>I can...</u></p> <ul style="list-style-type: none"> explain how the author <u>conveys</u> his or her <u>point of view</u>(RI.6.6). determine details in a text where the <u>author develops</u> a <u>point of view</u> (RI.6.6). establish and maintain a <u>formal style</u> in my writing (clear reasons and relevant evidence (W.6.1.d). write a <u>concluding statement</u> that <u>follows</u> the <u>argument</u> presented (W.6.1.e). (L.6.3.b). clarify the meaning of <u>unknown</u> or <u>multiple meaning</u> words by using context (L.6.4.a)

- Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

Introduction and Overview Quarter Three:

Grade 6: Quarter Three

Reading Literature

During the third quarter of sixth grade literature studies, students refine their knowledge and ability to determine figurative and connotative word meaning (RL.6.4) using context, structure (Greek and Latin affixes and roots),(L.6.4.-b) and relationships between particular words (cause/effect, part/whole, item/category),(L.6.5.b). They demonstrate understanding of word meaning in their own written and spoken responses (SL.6.1).

Sixth grade students explore through class discussion and teacher modeling how narrative text is structured (with event sequence) and developed through effective technique (descriptive details), (W.6.3.-a). Narrative studies include comparing written stories to audio, visual or live versions of the same narrative (RL.6.7). They are able to express their own perspective on which version reflects specific attributes most effectively (SL.6.1.d).

As students plan their own narrative writing pieces they are able to integrate word knowledge from text they have read into their own writing, using more sophisticated specific language (W.6.3.d). They use obvious techniques of dialogue, pacing and description in their writing (W.6.3.b). Writing is organized logically with event sequence signaled by transitional words and phrases (W.6.3.c).

Students read a variety of narrative genre in order to explore the differences between how each genre type approaches similar themes or topics (RL.6.9). They recognize characteristics of some of these approaches in their own narrative writing and share with their peers (SL.6.6). As they edit their final narrative writing piece, they provide a conclusion that follows their event sequence (W.6.3.e). Students become more articulate in recognizing words or phrases that are specific to meaning (L.6.5.c).

Reading Informational Text

Sixth grade informational text studies become much more sophisticated as students integrate their knowledge of how authors use sources to investigate research topics in content areas (history, science or social studies). They judge word and phrase effectiveness for claim support (RI.6.4, RH.6.4), and differentiate between facts supported by reason and evidence and opinions which may or may not be persuasions as parts of elements of propaganda (RI.6.8, RH.6.8.8 and RST.6.8.8). Students compare and contrast primary and second sources about a topic, making a decision about a solution to a problem presented in their research (RI.6.9, RH.6-8.9, and RST.6-8.9) (teachers establish criteria for a pre-determined problem analyses).

As students research and write about an informational/explanatory topic, they use multimedia when useful to organize, use strategies to classify, and format their topic. (W.6.2.a – WHST.6-8.2.a). Students gather information from multiple print and digital sources. They assess for credibility (W.6.8 – WHST.6-8.8). They develop their topic with sources supporting facts, definitions and details. They use quotes from various sources (W.6.2.b – WHST – 6-8.2.b). The focus is on instructing students how to judge fact from opinion using strategies of understanding propaganda and persuasion. Students will evaluate claims that are or are not supported by reason and evidence. They complete a research paper/essay using formal style and concluding with a statement about a problem and solution.

Sixth graders continue using prior language and speaking skills. Relationships between particular words (cause/effect, part/whole, item/category) clarify word meaning (L.6.5.b). Students can distinguish between connotations of similar denotations (stingy, scrimping),(L.6.5.c). They use correct spelling (L.6.2.b) on a regular basis and produce sentences that are interesting (L.6.3.a).

When speaking, (or When presenting an oral report) sixth graders demonstrate appropriate eye contact, volume and pronunciation (SL.6.4). Their speeches and discussions include claims and findings supported by evidence, reason and fact (SL.6.3).

Informational Overview: Students read grade-level novels, stories, poems and fantasy and listen or view other versions of the same story. They explore word structure and relationships in order to determine word meaning in both versions of the story. They note details about text in order to defend a perspective. Students are able to identify genre characteristics in their own and others' writing. Narrative writing is modeled for developing an understanding of technique and structure. Students use specific vocabulary to enhance dialogue, pacing and description. They write with clarity toward a task, purpose and audience.

NOTE: The ellipsis (dots) before, during or after a standard "....." indicate that part of a standard quotation (the first, middle or last) is missing.

Unit of Study #1 - literature Text		Unit of Study #2 – Literature Text		Unit of Study #3 - Literature Text	
Students analyze and evaluate words and phrases looking for figurative and connotative meanings within the context of written, musical, video or audio versions of the same story (ELP Targets). They explore narrative techniques and structure in writing as the teacher models with a graphic organizer. There is daily practice using enriched vocabulary in writing.		Students compare and contrast the differences in written text and audio, video or live versions (ELP Target-Compare). They choose and defend a perspective, using specific vocabulary. They <u>plan</u> their narrative writing piece with a graphic to outline an event sequence (ELP Target-Sequencing) using transitional words. They <u>revise</u> details with precise word meaning.		Genre Study Book List Link Genre Characteristics Students are able to identify characteristics of specific genres in their own writing. They read and categorize/classify how different genres approach similar topics. (ELP Target). Students <u>edit</u> for clarity. They provide a conclusion summarizing different genre approaches with examples from texts.	
Reading Skill:	Making Judgments	Reading Skill:	Noting Details	Reading Skill:	Categorize and Classify
Reading Strategy:	Evaluating	Reading Strategy:	Asking Questions	Reading Strategy:	Monitor/Clarify
E.L.P. Target Function:	Evaluate (after analyzing) Define	E.L.P. Target Function:	Sequence Compare and Contrast	E.L.P. Target Function:	Compare and Contrast Generalize
E.L.P. Target Forms:	<u>Evaluate:</u> <i>that, those, each, every, few, many, some</i> , both – and; not only – but also, degrees of belief/doubt <u>Define:</u> is, a, are, tells, shows that, describes, explains, has, example of	E.L.P. Target Forms:	<u>Sequence</u> (event sequence) first, second, next (placement words) after, finally, following, now, soon, in the meantime <u>Compare and Contrast</u> is like, similar to, different than, same as	E.L.P. Target Forms:	<u>Compare and Contrast:</u> is like, similar to, different than, same as <u>Generalize</u> (to classify)
I Read a story and then view or watch <u>another version</u> of the same story to <u>analyze figurative</u> word <u>meaning</u> .		I Read <u>stories, dramas</u> and <u>poems</u> in order to <u>compare</u> them <u>to</u> an audio, video or live <u>version</u> of the same text (emphasize <u>word/phrase meaning</u>).		I Read to <u>compare</u> and <u>contrast</u> how different <u>genres</u> approach similar themes and topics (such as characterization).	
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including <u>figurative</u> and connotative <u>meanings</u> ; analyze (evaluate) the impact of a specific word choice on meaning and tone (supports ELP targets). L.6.4 Determine or <u>clarify</u> the <u>meaning</u> of ... <u>words</u> and <u>phrases</u> based on Gr. 6 reading ... <i>Select figurative words and phrases from a class read story, drama or poem. Ask: Based on a (musical, video, etc...) <u>version</u> of the same story, what do the words mean? Evaluate word meaning for similarities/differences.</i>		RL.6.7 Compare and contrast the experience of reading a <u>story, drama</u> , or <u>poem</u> to listening to or viewing an <u>audio, video</u> , or <u>live version</u> of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch (supports ELP Target-Compare). <i>Students note details in differences between a written and audio or other version of the same story. Ask: How does listening to compare to reading the story? Which do you prefer? Why? Write an argument to defend your perspective, noting specific details for support.</i>		RL.6.9 <u>Compare</u> and <u>contrast</u> texts in different forms or <u>genres</u> (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Multiple Genre Approach W.6.9a Apply <i>grade 6 Reading standards</i> to literature (e.g., “ <u>Compare</u> and <u>contrast</u> texts in different forms or(same as RL.6.9)). <i>Ask: What genre characteristics do you have in your writing? Explain.</i>	
I Explore narrative <u>techniques</u> and <u>structure</u> . I identify <u>event sequence</u> .		I Plan my narrative writing by establishing an <u>event sequence</u> using a graphic organizer. I use <u>transitional words</u> to <u>signal</u> event <u>shifts</u> .		I Edit my <u>conclusion</u> to follow my <u>event</u> sequence. I make sure my writing is <u>organized</u> to <u>task, purpose</u> and <u>audience</u> .	
W.6.3 Write narratives to develop real or imagined experiences or events using effective <u>technique</u> , relevant descriptive details, and well- <u>structured event sequences</u> . W.6.3a Engage and orient the reader by establishing a contextintroducingcharacters; organize an <u>event sequence</u> ... <i>To prepare students to write their own narratives, model how writers develop and organize narrative event sequence.</i>		W.6.3b Use narrative techniques, (dialogue, pacing, and description) to <u>develop experiences, events</u> , and/or <u>characters</u> . W.6.3c Use a variety of <u>transition words, phrases</u> , and <u>clauses</u> to convey sequence and <u>signal shifts</u> from one time frame or setting to another (supports ELP target-Sequencing).		W.6.3e Provide a <u>conclusion</u> that follows from the narrated experiences or <u>events</u> . W.6.4 Produce clear and coherent writing in which the development, <u>organization</u> , and <u>style</u> are appropriate to <u>task, purpose</u> , and <u>audience</u> .	
I Write a variety of responses to literature. I use knowledge of word <u>structures</u> and <u>relationships</u> to make my writing more interesting.		I Revise my narrative writing to be sure I am using <u>words</u> or <u>phrases</u> in correct <u>context</u> to <u>describe details</u> and <u>events</u> .		I Edit with <u>peer</u> and <u>adult support</u> . I have a peer or adult help me decide if my <u>words</u> are <u>specific</u> to meaning.	
L.6.4b Use common, grade-appropriate <u>Greek</u> or <u>Latin affixes</u> and <u>roots</u> as clues to the <u>meaning</u> of a word (e.g., <u>audience, auditory, audible</u>). L.6.5b Use the <u>relationship between</u> particular <u>words</u> (e.g., cause/effect, part/whole, item/category) to better understand each of the words. <i>Encourage the use of grade level and above vocabulary in a variety of literature responses.</i>		L.6.4d Verify the preliminary determination of the meaning of a <u>word</u> or <u>phrase</u> (e.g., by checking the inferred meaning in <u>context</u> or in a dictionary). W.6.3d Use precise words and phrases, relevant descriptive <u>details</u> , and sensory language to <u>convey</u> experiences and <u>events</u> .		L.6.5c <u>Distinguish</u> among the <u>connotations</u> (associations) of words with <u>similar denotations</u> (definitions) (e.g., <u>stingy, scrimping, economical, unwholesome, thrifty</u>). W.6.5 With some guidance and <u>support</u> from <u>peers</u> and <u>adults</u> , develop and strengthen writing as needed by planning, revising, <u>editing</u> , rewriting, or trying a new approach	
I Speak and share questions and answers using <u>details</u> (focus on <u>vocabulary</u>) about the <u>topic</u> .		I Speak to discuss my <u>perspective</u> on differences between text and audio, visual or live versions of the same story.		I Speak about my writing. I share <u>characteristics</u> in my writing to <u>specific genre</u> . I am able to <u>compare</u> my written genre <u>to a peer's</u> writing.	
SL.6.1c Pose and respond to specific questions with elaboration and <u>detail</u> by making comments that contribute to the <u>topic</u> , text, or issue.		SL.6.1d Review the key ideas expressed and demonstrate understanding of <u>multiple perspectives</u> through reflection and paraphrasing.		SL.6.6 Adapt speech to a variety of contexts and <u>tasks</u> , demonstrating command of formal English when indicated or appropriate.	

Informational Overview: During the third quarter of sixth grade students read informational text to plan, revise and edit a research paper or essay. They study how authors present, group and format information, using specific topic vocabulary. Students evaluate the differences between fact and opinion by comparing sources for elements of propaganda and persuasion. They hypothesize about a problem and present a solution in their research. **W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate .NOTE: The ellipsis (dots) before, during or after a standard “.....” indicate that part of a standard quotation (the first, middle or last) is missing.**

Unit of Study #4 - Informational Text		Unit of Study #5 - Informational Text		Unit of Study #6 - Informational Text	
Students research a science, history or social studies topic evaluating and interpreting words and phrases that are most specific to their topic (ELP Target). They make judgments about vocabulary specific to a domain based on text structure (cause/effect, comparison, description). They define word meaning, judging its effectiveness and impact on text.		Students differentiate between propaganda, persuasion and opinion in writing versus facts supported with reasons and evidence. They evaluate fact and opinion in their own topic research (ELP Target -Evaluate). They understand that persuasion is not always supported with fact (ELP Target -Persuasions). They <u>plan</u> and <u>revise</u> based on credibility of sources.		Sixth grade students compare/contrast different authors' research about a similar topic (ELP Target -Compare). In their own research, they hypothesize about a problem and present a solution as part of their concluding statement (ELP Target - Hypothesize).	
Reading Skill:	Making Judgments	Reading Skill:	Propaganda	Reading Skill:	Problem Solving/Decision Making
Reading Strategy:	Evaluate	Reading Strategy:	Evaluate	Reading Strategy:	Questioning
E.L.P. Target Function:	Interpret	E.L.P. Target Function:	Evaluate Persuasion	E.L.P. Target Function:	Compare and Contrast Hypothesizing and Speculation
E.L.P. Target Forms:	<u>Interpret</u> : because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of <u>Define</u> : is, a, are, tells, shows that, describes, explains, has, example of	E.L.P. Target Forms:	<u>Evaluate</u> : <i>that, those, each, every, few, many, some</i> , both – and; not only – but also, belief/doubt <u>Persuasion</u> : obviously, clearly, naturally, of course, so, since,	E.L.P. Target Forms:	<u>Compare and Contrast</u> : is like, similar to, different than, same as <u>Hypothesizing and Speculation</u> : will and shall, indicating desire or intent: would, auxiliary verbs include modal verbs, which may express possibility: may, might, can
I Read to interpret word meaning that is <u>specific</u> to a <u>research topic</u> . Integrate Standard W.6.7 – (Conducting Short Research Projects) throughout Units of Study # 4 – 6.		I Read to evaluate what is <u>propaganda</u> or <u>persuasion</u> . I <u>distinguish propaganda</u> from <u>facts</u> supported with <u>reason</u> and <u>evidence</u> .		I Read to compare and <u>contrast</u> primary and secondary <u>sources</u> about a research topic. I hypothesize to determine a <u>problem</u> and <u>provide</u> a <u>solution</u> .	
RI.6.4 Determine the <u>meaning</u> of <u>words</u> and <u>phrases</u> as they are used in a text, including <u>figurative</u> , <u>connotative</u> , and <u>technical</u> meanings (supports ELP Target – Define). RH.6-8.4including <u>vocabulary specific</u> to domains related to <u>history/social studies</u> and RST.6-8.4as they are used in a specific <u>scientific</u> or <u>technical</u> context (supports ELP Target- Interpret). L.6.6 Acquire and use accurately grade- <u>appropriate</u> general academic and domain- <u>specific words</u> and <u>phrases</u>		RI.6.8 Trace and <u>evaluate</u> the <u>argument</u> and specific <u>claims</u> in a text, distinguishing claims that are supported by <u>reasons</u> and <u>evidence</u> from claims that are not. RH.6-8.8 Distinguish among <u>fact</u> , <u>opinion</u> , and <u>reasoned judgment</u> in a text. RST.6-8.8 ... judgment <u>based</u> on <u>research findings</u> , and <u>speculation</u> in a text (all 6.8 standards support ELP Targets).		RI.6.9 Compare and <u>Contrast one author's</u> presentation of <u>events</u> with that of <u>another</u> (e.g., a <u>memoir</u> written by <u>and</u> a <u>biography</u> on the same person). RH.6-8.9 Analyze the relationship between a <u>primary</u> and <u>secondary source</u> on the same topic. RST.6-8.9 Compare and <u>contrast</u> the <u>information</u> gained <u>from experiments, simulations, video, or multimedia sources</u> with that gained from reading a text on the same topic.	
I Explore about a <u>topic</u> to research. I recognize <u>how authors</u> prepare to <u>research</u> a history, science or social studies topic.		I Plan my research topic by <u>gathering</u> relevant <u>information</u> from <u>multiple</u> print and digital <u>sources</u> . I <u>evaluate</u> for <u>propaganda</u> in my sources (<i>italicized words are grades 6 – 8th, not specifically 6th</i>).		I Edit my <u>source</u> references (listed correctly). My <u>style</u> is <u>consistently formal</u> . My <u>conclusion</u> follows my information and a <u>solution</u> to a <u>problem</u> . My <u>claims</u> are <u>supported</u> with <u>reason</u> and <u>evidence</u> .	
W.6.2a- WHST.6-8.2a Introduce a <u>topic</u> clearly, <u>previewing</u> what is to follow... (<u>Organize</u> ideas, concepts, and information, using <u>strategies</u> such as definition, classification, comparison/contrast, and cause/effect; include <u>formatting</u> (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.6.2b and WHST.6-8.2b: Develop the topic with relevant <u>facts</u> , <u>definitions</u> , concrete <u>details</u> , <u>quotations</u> , other information or examples.		W.6.8 and WHST.6-8.8 Gather <u>relevant information</u> from <u>multiple</u> print and digital <u>sources</u> , <u>using search terms effectively</u> ; <u>assess</u> the <u>credibility</u> and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and <u>following a standard format for citation</u> and basic bibliographic information for sources L.6.2b Spell correctly. L.6.3a Vary <u>sentence patterns</u> for meaning, reader/listener <u>interest</u> , and <u>style</u> .		W.6.2e and HST.6-8.2e Establish and maintain a <u>formal style</u> and objective tone. L.6.3.b Maintain consistency in <u>style</u> and tone W.6.2f and WHST.6-8.2f Provide a <u>concluding</u> statement or section that <u>follows</u> from the <u>information</u> ...presenting a <u>solution</u> to a <u>problem</u> . W.6.9b and WHST.6-8.9 ...(e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that <u>are</u> supported by <u>reasons</u> and <u>evidence</u> from claims that <u>are not</u> ”).	
I Write using my <u>understanding</u> of <u>word relationships</u> and <u>associations</u> .		I Revise for <u>transitional language</u> among ideas using <u>precise vocabulary</u> .		I Publish my research on a <u>minimum</u> of <u>three typed pages</u> . I include <u>sources</u> from the internet.	
L.6.5b Use the <u>relationship between</u> particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L.6.5c Distinguish among the connotations (<u>associations</u>) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).		W.6.2c and WHST.6-8.2c Use appropriate and varied <u>transitions</u> to clarify the relationships among ideas and concepts. W.6.2d and WHST.6-8.2d Use <u>precise</u> language and domain-specific <u>vocabulary</u> to inform about or explain the topic.		WHST.6-8.6 Use technology, including the <u>Internet</u> , to produce and publish writing ... W.6.6 ... interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a <u>minimum</u> of <u>three pages</u> in a single sitting.	
I Write and <u>Speak</u> about <u>claims</u> about a research <u>topic</u> using <u>reasons</u> and <u>evidence</u> as support and knowing which <u>claims are not</u> supported.		I speak about		I Speak to present my research <u>findings</u> , (a problem and solution) with <u>facts</u> and <u>details</u> . I speak <u>clearly</u> and maintain <u>eye contact</u> .	
SL.6.3 Delineate a speaker's argument and specific <u>claims</u> , distinguishing <u>claims</u> that <u>are</u> supported by <u>reasons</u> and <u>evidence</u> from <u>claims</u> that <u>are not</u> .				SL.6.4 Present claims and <u>findings</u> , sequencing ideas logically and using pertinent descriptions, <u>facts</u> , and <u>details</u> to accentuate main ideas or themes; use appropriate <u>eye contact</u> , adequate volume, and <u>clear pronunciation</u> .	

- Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

ELA Integrated Literature Goals Unit of Study #1- Literary Text	ELA Integrated Literature Goals Unit of Study #2- Literary Text	ELA Integrated Literature Goals Unit of Study #3- Literary Text
<p>I can</p> <ul style="list-style-type: none"> • Determine the meaning of how similar figurative and connotative words are used in different versions of a story (text to audio, text to video, text to live version), (RL.6.4). • clarify the meaning of figurative or connotative words (RL.6.4). • explore and understand how authors use descriptive details as a technique for writing narratives (W.6.3). • explore and understand how authors use logical event sequence as a narrative writing technique (W.6.3). • organize a story by event sequence (W.6.3.a). • use Greek and Latin roots and affixes to determine word meaning (L.6.4.b). • understand word relationships (cause/effect, part/whole, item/category) to determine meaning (L.6.5.b). • contribute to class discussions by asking and elaborating on details (SL.6.1.c). 	<p>I can</p> <ul style="list-style-type: none"> • compare and contrast reading a story to another version of the story (audio, video, live) distinguishing between specific visual and audio effects (RL.6.7). • note details about different versions of a story and tell why I prefer one over another. • plan a narrative writing piece by establish an event sequence using a graphic organizer (W.6.3.b). • write using transitional words, phrases and clauses to signal shifts in events (W.6.3.c). • revise my writing by verifying word meanings in context or in a dictionary (L.6.4.d). • use precise words and phrases to convey events (W.6.3.d). • use relevant descriptive details and sensory language in my writing (W.6.3.d). • demonstrate understanding of the different perspectives about preferred versions of a story by expressing and paraphrasing my ideas (SL.6.1.d). 	<p>I Can</p> <ul style="list-style-type: none"> • compare and contrast text of different genres (how authors approach similar topics), (RL.6.9). • recognize how my own narrative writing is like a specific genre I've studied. • write a conclusion to my narrative writing piece that follows my events in sequence (W.6.3.e). • write in an organized manner (W.6.4). • write to a specific task, audience or purpose (W.6.4). • use select and specific words in my writing or speech that have similar meanings but slight variances (stingy, scrimping, economical, un wasteful, thifty),(L.6.5.c). • write with guidance and support from peers and adults a stronger developing narrative (W.6.5). • adapt a speech to a specific task using formal English (SL.6.6).

ELA Integrated Informational Text Goals Unit of Study #4- Informational Text	ELA Integrated Informational Text Goals Unit of Study #5- Informational Text	ELA Integrated Informational Text Goals Unit of Study #6- Informational Text
<p>I can</p> <ul style="list-style-type: none"> • explore how writers use research to support claims(W.6.7). • determine figurative, connotative and technical word and phrase meaning in text (RI.6.4). • write and speak using specific domain words about a topic (history, science, social studies) correctly (RH.6-8.5, RST.6-8.4) • organize ideas by definition, classification, compare/contrast and cause/effect(W.6.2.a, WHST.6-8.2.a). • use formatting to show ideas (headings), graphics (charts, tables), (W.6.2.b, WHST.6-8.2.b). • understand word relationships (cause/effect, part/whole, item/category) to determine meaning (L.6.5.b). • use word associations (stingy, scrimping, economical) to make fine distinctions in meaning (L.6.5.c). • listen to a speaker and tell which claims are or are not supported with reason and evidence (SL.6.3). 	<p>I can</p> <ul style="list-style-type: none"> • read about claims and arguments and decide which are based on fact (reasons and evidence) and which are influenced by opinion, propaganda or persuasion (RI.6.8, RH.6-8.8, RST.6-8.8). • research about a topic using my knowledge about propaganda and fact to determine relevant information (W.6.8, WHST.6-8). • Use correct spelling for domain-specific words about my research topic (L.6.2.b). • use a variety of sentence patterns that are interesting to my audience (L.6.3.a). • use words to smooth transitions between ideas and concepts (W.6.2.c, WHST.6-8.2.c). • use precise language about my topic (W.6.2.d, WHST.6-8.2.d). 	<p>I can</p> <ul style="list-style-type: none"> • compare and contrast how one author presents events, experiments, information, etc... with that of another (RI.6.9, RH.6-9.9, RST.6-8.9). • use several sources of information to find a solution to a problem as part of my research. • distinguish between claims that are or are not supported adequately by reasons and evidence (W.6.9.b, WHST.6-8.9). • list my research sources. • write in a formal style (W.6.2.e, HST.6-8.2.e). • provide a concluding statement that follows the information in my research about a problem and solution (W.6.2.f,WHST.6-8.2.F). • use technology to produce and publish my research (WHST.6-8.6, W.6.6).

Introduction and Overview Quarter four:

Grade 6: Quarter Fourth

Reading Literature

During the fourth quarter of sixth grade reading literacy, students describe how plots unfold in a series of episodes and recognize patterns of how plots unfold across genres. Character response or change becomes familiar as part of the plot development (RL.6.3). Students are able to explain how an author develops the point of view (character narrator, speaker), (RL.6.6). Students discuss their reading and are able to delineate when a character's point of view is based on reason and when it is not (SL.6.3). Students compare and contrast how texts of different forms or genre approach a theme or topic (RL.6.9).

Students relate to a character's response or change when a plot unfolds in literary text. They develop a claim in support (or not) of how a character responded. Students introduce their argument and organize their reasons and evidence logically (W.6.1.-a). They argue their "point" with reasons and evidence using credible sources (W.6.1.b). They draw evidence from literary texts to support their analysis (W.6.9). Students use words, phrases and clauses (first, next, lastly) to clarify time and sequence of points in text (W.6.1.c). They write an argument piece to present, maintain a formal style (W.6.1.d) and provide a concluding argument statement (W.6.1.e). Students produce and publish a minimum of a three-page argument writing piece (W.6.6). They use formal English when presenting (SL.6.6).

Informational Text

During the fourth quarter of sixth grade informational reading, students analyze key details (examples or anecdotes) of a historic event (RI.6.3). They are able to sequence key steps of the event (RH.6-8.3). Reading historical text, students determine the author's point of view (how he/she approaches the event),(RI.6.6) and identify aspects of the text (avoidance of particular topics, loaded language, inclusion or deletion of facts), that help pinpoint the author's point of view (or purpose),(RH.6-8.6). Students compare and contrast two ~~one~~ authors' presentations of the same historical event. (RI.6.9). They determine if a primary or secondary source is a more reliable depiction of an event and explain why (RH.6-8.9).

Students write about a historic event. They introduce their topic (event) and organize ideas (W.5.2.a-WHST.6-8.2.a). Strategies such as definition, classification, comparison/contrast and cause/effect are used to organize ideas. Students are able to use headings, charts or tables and multimedia in their writing as needed (W.5.2.a-WHST.6-8.2.a). The topic is developed with facts, definitions, concrete details, and quotations. (W.6.2.b, WHST.6-8.2b). Appropriate transitions create cohesion between ideas (W.6.2.c, WHST.6-8.2.c) as well as precise language (domain-specific to the topic), (W.6.2.d, WHST.6-8.2.d). Students revise and edit to establish a formal style and objective tone (W.6.2.e, WHST.6-8.2.e). Varied sentence patterns add reader/listener interest (L.6.3.a). Writing is clear and coherent to the task and audience (W.6.4, WHST.6-8.4). Students provide a concluding section citing details from primary and secondary sources (W.6.2.f, WHST.6-8.2.f).

Informational Overview: Students read literary texts in various forms or genre. They are able to compare and contrast how plots unfold in a series of episodes in one genre as well as across different genre. They recognize different approaches authors use in similar themes and topics across genre. Students explain how an author develops the point of view throughout a text. They are able to support a claim and develop an argument with reasons and evidence.

NOTE: The ellipsis (dots) before, during or after a standard “....” indicate that part of a standard quotation (the first, middle or last) is missing.

Unit of Study #1 - Literature Text		Unit of Study #2 – Literature Text		Unit of Study #3 - Literature Text	
Students describe how a plot unfolds and how characters respond or change as the plot moves toward resolution. They discuss a character’s “claim” in a story (argument based on point of view). They argue for or against the “claim” with reasons and evidence, supporting a conclusion (ELP Target).		Students are aware of how authors develop character points of view. They <u>plan</u> to write an argument piece to support (or not) of a character’s point of view or “claim” (supporting a specific conclusion) with reasons and evidence (ELP Target). Students <u>revise</u> spelling errors.		Students read texts in different forms or genres to compare and contrast approaches to a topic or theme (ELP Target). They <u>edit</u> their argument/opinion writing piece with a summary conclusion supporting their claim. Students publish and present their written piece using formal English.	
Reading Skill:	Predicting Outcomes	Reading Skill:	Fact/Opinion	Reading Skill:	Compare and contrast
Reading Strategy:	Predict/Infer	Reading Strategy:	Evaluating	Reading Strategy:	Monitor/Clarify
E.L.P. Target Function:	Literary Analysis Conclusions	E.L.P. Target Function:	Conclusions	E.L.P. Target Function:	Compare and Contrast
E.L.P. Target Forms:	<u>Literary Analysis</u> subjects, verbs, adjective or object, compound sentences (before, and, after) complex sentences (descriptive and specific literary language) <u>Conclusion</u> comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	E.L.P. Target Forms:	<u>Conclusion</u> comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	E.L.P. Target Forms:	<u>Compare and Contrast</u> ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___
I Read and know how an author approaches plot unfolding and character response in different genre and in a series of episodes.		I Read to explain the effectiveness of telling a story from a character’s point of view .		I Read texts in different forms or genres . I compare and contrast approaches to themes and topics .	
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. <i>Pre-Select stories or drama of different genre (myths, legends, tall tales, etc...). Ask: “How does the plot unfold in each episode, each genre? Do you agree with ___’s actions?” Graph examples. Emphasize how characters respond or change as the plot moves along.</i>		RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. <i>Ask: “What is the most likely reason why the author decided to tell the story from ___’s point of view? Is it effective? Why or why not? Is ___’s point of view based on fact?” Use examples from the story in your explanation.</i>		RL.6.9 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 (supports ELP Target). <i>Ask: “How are ___ (text title) and ___ (text title) alike and different in their approach to the theme of ___? Which text is more effective in relaying this theme? Why?” Use examples from both texts to support your answer. (Texts should be two texts from different genres or forms—a story and a poem; historical novel and fantasy story.)</i>	
I Explore how to support a claim with reasons and evidence .		I Plan to support (or not) a claim (argument) of a character’s response . I use credible sources to support my claim.		I Edit my opinion/ argument writing piece with a concluding statement summarizing my argument .	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence . W.6.1a Introduce claim(s) and organize the reasons and evidence clearly. <i>Discuss a character’s point of view. Ask: “What reasons or evidence did the character have to support a point of view (claim)?” Graphically organize reasons and evidence from the text. Students reach a conclusion (supports ELP Target).</i>		W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons (<i>first, next, lastly, etc...</i>). W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research		W.6.1d Establish and maintain a formal style . W.6.1e Provide a concluding statement or section that follows from the argument presented.	
I Write clarifying figures of speech and new words specific to “character dialects and language.”		I Revise my opinion/argument writing piece. I use correct spelling . I demonstrate command of standard English conventions .		I Edit, produce and publish my argument writing piece. I use keyboarding to produce a typed three-page document.	
L.6.5.a Interpret figures of speech (e.g., personification) in context. 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).		L.6.2.b Spell correctly . L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		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	
I Speak about claims that are and are not supported with reasons/evidence .		I Speak to share key ideas and gain insight into my writing from others.		I Speak to share my finished writing. I use formal English .	
SL.6.3 Delineate a speaker’s argument and specific claims , distinguishing claims that are supported by reasons and evidence from claims that are not .		SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

Informational Overview: Students read memoirs and biographies about individuals' experiences during a historic event. They prepare to write by exploring the organization and formatting of informational texts. Students identify points of view, how they are conveyed in a text and determine authors' points of view based on text aspects. They analyze and site primary and secondary sources in their informational writing, generalizing about which is most reliable.

NOTE: The ellipsis (dots) before, during or after a standard "....." indicate that part of a standard quotation (the first, middle or last) is missing.

Unit of Study #4 - Informational Text		Unit of Study #5 - Informational Text		Unit of Study #6 - Informational Text	
Students read memoirs and biographies about a person connected to a historical event. They explore text organization and formatting in different informational texts to prepare to write. Students make conclusions about how an event affected the individual (ELP Target).		Students continue reading memoirs and biographies that emphasize a historical event. Students determine an author's point of view and identify aspects of a text that reveal a point of view (ELP Targets). They plan to write by organizing facts, details and examples from various sources. They revise their writing for consistency, tone and sentence variations.		Students read memoirs and biographies about an individual's experience during a historic event. They compare author variations and explain the relationships between primary and secondary sources (ELP Targets). Students edit their informational writing with a concluding statement citing details from a primary and secondary source.	
Reading Skill:	Sequencing	Reading Skill:	Author's Purpose	Reading Skill:	Generalizations
Reading Strategy:	Predict/Infer	Reading Strategy:	Questioning	Reading Strategy:	Monitor/Clarify
E.L.P. Target Function:	Conclusions	E.L.P. Target Function:	Support Opinions Interpret	E.L.P. Target Function:	Compare and Contrast Explain
E.L.P. Target Forms:	<u>Conclusion</u> comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	E.L.P. Target Forms:	<u>Support Opinions</u> I like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should <u>Interpret</u> because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of	E.L.P. Target Forms:	<u>Compare and Contrast</u> ___ is like___ because___, both are similar, is different than, ___ from___ is___, whereas ___ has___, the same <u>Explain</u> appears to, suggests, means that, explained as (verb tenses) are/are not
I Read about memoirs and biographies written about the same person connected to a historical event .		I Read memoirs and biographies about the same person . I determine the author's point of view .		I Read memoirs and biographies about the same person I compare primary and secondary sources .	
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). RH.6-8.3 Identify key steps (sequence) in a text's description of a process related to history ...		RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text (supports ELP Targets) RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)		RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person), (supports ELP Target compare and contrast). RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic (supports ELP Target explain).	
Ask: "How does the author help the reader understand the role ___ played in ___ in the United States? (e.g., family members who've immigrated – how did it affect them?), (supports ELP Target).		Ask: "What is the author's purpose in this text? How do you know? Is he/she successful in achieving it? Why or why not?"		Ask: Which depiction of events do you think is more reliable, the one in ___ (a memoir) or ___ (a biography about the same person)? A primary or a secondary source? Why?	
I Explore how different historical events are organized and formatted in informative texts.		I Plan to write an informative piece about an individual connected to a historic event . I gather relevant facts details and examples .		I Edit my informational writing with a concluding statement or section. I write with a formal style for presentation.	
W.6.2 and WHST.6-8.2 (historical events) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		W.6.2b and WHST.6-8.2b Develop the topic with relevant facts , definitions, concrete details , quotations, or other information and examples .		W.6.2f and WHST.6-8.2f Provide a concluding statement or section that follows from the information or explanation presented. <i>The concluding statement cites specific details from two sources (primary and secondary).</i>	
W.6.2a and WHST.6-8.2a Introduce a topic; organize ideas , concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		W.6.2c and WHST.6-8.2c Use appropriate transitions (and create cohesion) to clarify the relationships among ideas and concepts		W.6.2e Establish and maintain a formal style WHST.6-8.2e and objective tone .	
I Speak in class discussions. I recognize conventional language .		I Revise my writing for consistency . My sentences are varied.		WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	
L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language .		L.6.3.b Maintain consistency in style and tone . L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.		I Share my writing . My presentation skills are appropriate.	
				SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact , adequate volume , and clear pronunciation .	

- Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

ELA Integrated Literature Goals Unit of Study #1- Literary Text	ELA Integrated Literature Goals Unit of Study #2- Literary Text	ELA Integrated Literature Goals Unit of Study #3- Literary Text
<p>I can</p> <ul style="list-style-type: none"> • describe plot unfolds in a series of episodes (RL.6.3). • describe how plots unfold differently according to specific genre(RL.6.3). • tell how and why a character responds or changes as the plot unfolds and nears resolution (RL.6.3). • determine a character's point of view or "claim." • support (or not) a character's point of view or response action with reasons and evidence (W.6.2-a). • listen to a speaker and explain which claims are supported or are not supported by reason and evidence (SL.6.3). • interpret figurative language or determine meaning of words character's use (L.6.5.a, L.6.4.d). 	<p>I can</p> <ul style="list-style-type: none"> • determine the author's point of view (RL.6.6). • explain how the author develops a point of view and why it is/not effective (RL.6.6). • plan writing an argument piece explaining why I agree or not with a character's point of view (W.6.2.-a). • organize my writing with reasons and evidence supporting my argument (W.6.2.b). • use words, phrases and clauses to clarify relationships in my writing (first, next, lastly),(W.6.2.c). • draw evidence from other literary sources if needed (W.6.9). • demonstrate accurate spelling and a general command of the English language in my writing (L.6.2-b). • review and discuss with peers about my writing and gain ideas from multiple perspectives (SL.6.1.d). 	<p>I Can</p> <ul style="list-style-type: none"> • compare and contrast how different genre approach the same theme or topic (RL.6.9). • describe similarities and differences in genre approaches to similar topics with specific details and examples (RL.6.9). • write a concluding statement or section to my argument writing piece summarizing my support (or not) of a character's point of view or action (W.6.2.e). • publish my final writing piece using my keyboarding skills and produce a three page document in one sitting (W.6.6). • present my writing piece demonstrating a command of formal English (SL.6.6).

ELA Integrated Informational Text Goals Unit of Study #4- Informational Text	ELA Integrated Informational Text Goals Unit of Study #5- Informational Text	ELA Integrated Informational Text Goals Unit of Study #6- Informational Text
<p>I can</p> <ul style="list-style-type: none"> • describe specific details in sequence about a historic event (RI.6.3, RH.6-8.3). • organize ideas and information about an individual during a historic event using definitions, classification, compare and contrast or cause and effect language (W.6.2.a-WH.6-8.2.a). • recognize the formatting of informational writing (headings, charts, tables and multimedia components),(W.6.2a-WHST.6-8.2.a). • share and discuss about what I've read to improve my conventional language (L.6.1.e). 	<p>I can</p> <ul style="list-style-type: none"> • determine an author's point of view or purpose in a text (RI.6.6,RH.6-8.6). • identify aspects of the text that reveal the author's point of view (RI.6.6,RH.6-8.6). • plan writing an informational piece about an individual's experience during a historic event by organizing facts, details, quotations and examples (W.6.2.b- WHST.6-8.2.b). • use transitional words and phrases that help clarify relationships between ideas and create cohesion (W.5.2,c-WHST.6-8.2.c). • use precise domain-specific language in my writing (W.5.2,d-WHST.6-8.2.d). • revise my writing to be sure my style and tone are consistent (L.6.3.b). • revise my writing to include varied sentence patterns (L.6.3.a). 	<p>I can</p> <ul style="list-style-type: none"> • compare a memoir and a biography written about the same person's experiences during a historical event (RI.6.9 – RH.6-8.9). • analyze the relationship of primary and secondary sources (RI.6.9 – RH.6-8.9). • edit my writing with a concluding statement or section citing specific details from primary and secondary sources (W.5.2,f-WHST.6-8.2.f). • write in a formal style with an objective tone (W.5.2,e-WHST.6-8.2.e). • produce coherent and clear writing appropriate to my audience (WHST.6-8.4). • share my writing sequencing ideas logically with descriptions, facts and details (SL.6.4). • use eye contact, adequate volume and speak clearly when presenting my writing (SL.6.4).

5 Dimensions of Teaching & Learning Strategies

5 Dimensions of Teaching and Learning

* The Five Dimensions of Teaching & Learning from Stephen Fink's & Anneke Markholt's Leading for Instructional Improvement.

1. **Purpose**
 - Standard
 - Teaching Point
2. **Student Engagement**
 - Intellectual Work
 - Engagement Strategies



- 3. Curriculum & Pedagogy**
- Coached & Strategies Learning
 - Student Learning
 - Environment & Culture
 - Classroom Routines & Rituals
 - Classroom Culture

3. Curriculum & Pedagogy	
Curriculum	
Connection Graphs to previous lessons Connections to larger study	
Teaching Approaches & Strategies	
Connects Strategies to Learning Graphs of connecting to other disciplines Scaffolding Language Habits of Thinking Language Posted	
Scaffolding	
Co-Constructed charts (teacher & students) Guided instruction to – with – by I do – we do – you do Tiered Assignments	

Strategies You Can Use in Your Classroom


There are many strategies and activities you can use in your classroom in each of the five areas of teaching and learning. * These are just a few. The importance of preparing our students for college and career readiness depends on instruction.

1. Purpose	
Standards	
KWL Graph	Advanced Graphic Organizer
I Can Statements	
Standard Sentence Frame	
Teacher Example	
Teaching Points (Objective)	
Targeted question listed KWL Graph Rubric of Expectations Performance Tasks Listed Explained in Kid Language	
2. Student Engagement	
Intellectual Work	
Bloom's Questions	Student Created Analogies
Debate	Frame a Question
Identify Similarities and Differences	KOI-Open-Ended Questions
Class Continuum Levels	Patterns & Connections
Higher Level Thinking Graphs	Challenge Thinking Activities
KWLH	Gates Dimensions
Engagement	
Activate Prior Knowledge	Debate
Collaboration Activity	Partner Talk
Cooperative Learning	Class Effort Rubric
Student Response Extends Conversation	SIOP Components
Discussion Language Posted	Heterogeneous Grouping
Think-Pair-Share	
Talk	
Speaking Words Poster	Debate
Character Role Play	Reciprocal Learning
SIOP Components	Question Card Prompts
Think-Pair-Share	Prior Knowledge Activities
Partner Talk	Think Alouds

4. Assessment for Student Learning	
Assessments	
Anecdotal Notes	Student Work Samples
Student-Teacher Conference	Charts
Conferring	Records
Portfolios	Rubrics
Student Created Goals	Contracts
Learning Journals	Portfolios
Concept Maps	Knowledge Surveys
Assessments Concept Test	Peer Review
Predictions	Written Reports
Oral Presentations	Multiple Choice
Poster Presentations	Class Assessment
Open -Ended	
Adjustments	
Pre-planned Leveled Questions Alternative Question Possible Teacher Adjustments List	

5. Classroom Environment & Culture Supports Learning with...		
Use of Physical Environment		
Meeting Areas	Charts	Neutral zones
Seating	Technology	Co-constructed
Resources	Space	Learning Display
Libraries	Centers	Concept Displays
Materials	Desks face teacher	
	Elbow Room	
Classroom Routines and Rituals		
Techniques	Procedures	Effort Rewards
Class is involved	Processes	Work Habits
in rule making.	Access to	Productive Time
Greet by Name	Resources	Group experiences
Transition Rules	Entering Class	
	Leaving Class	
Classroom Culture		
Expectations Posted	Student Task Choice	
Accountability	High Motivation	
Language & Actions Used	Caring & Enthused Teacher	
Teacher to Student	Development of relationships	
Student to Student	Intellectually and culturally richclass	
Community of Equality	Risk—Taking Atmosphere	
Learning from Each Other		
Students know clarifying words and language.		

Resources

Bloom's Taxonomy	Marzano's 9 Best Practices	SIOP Components							
<p>6</p> <p>Combine Ideas to Form a new Idea Predicting the Outcome Adding Ideas Suggesting Solutions Collecting and Grouping Ideas Organize and Plan Change Story Ending for a Purpose Map Story Setting</p> <p>Creating/Synthesis</p>	<ol style="list-style-type: none"> Identifying Similarities and Differences Nonlinguistic Representations Summarizing and Note Taking Setting Objectives and Providing Feedback Reinforcing Effort and Providing Recognition Generating and Testing Hypotheses Homework and Practice Cues, Questions, and Advanced Organizers Cooperative Learning 	<p>Preparation Strategies: graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays</p> <p>Building Background Strategies: KWL, key vocabulary games links past to new</p> <p>Comprehensible Input Strategies: differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips</p>							
<p>5</p> <p>Evaluate Characters' Actions Evaluate Feelings Evaluate Personality Evaluate Values Evaluate Story Ending Defend an Action Judge Support</p> <p>Evaluation</p>	<p>Differentiation Strategies (especially beneficial for gifted and high ability students)</p> <table border="1"> <tr> <td data-bbox="461 569 656 625">Compacting</td> <td data-bbox="656 569 1065 625">Students are pre-assessed to determine already mastered content.</td> </tr> <tr> <td data-bbox="461 625 656 695">Depth & Complexity</td> <td data-bbox="656 625 1065 695">From concrete to abstract and connections over time.</td> </tr> <tr> <td data-bbox="461 695 656 764">Independent Study</td> <td data-bbox="656 695 1065 764">Opportunity to choose and investigate a topic of your own interest.</td> </tr> </table>	Compacting	Students are pre-assessed to determine already mastered content.	Depth & Complexity	From concrete to abstract and connections over time.	Independent Study	Opportunity to choose and investigate a topic of your own interest.	<p>Strategies GIST, SQP2R, reciprocal teaching, mnemonics, repeated reading, think alouds, paraphrase, question cubes, bloom's</p> <p>Interaction Strategies: pairs, triads, TPS, teams, native language materials, student notes, write/respond</p> <p>Practice/Application Strategies: hands on, discussion, abstract models for concrete concepts, partner work then alone work, integrate all lang. skills</p>	
Compacting	Students are pre-assessed to determine already mastered content.								
Depth & Complexity	From concrete to abstract and connections over time.								
Independent Study	Opportunity to choose and investigate a topic of your own interest.								
<p>4</p> <p>I Conclude... Fact or Fiction? Identifying Motives Categorize Events or Ideas Compare one to another Listing Evidence Examine Evidence Asking the Question "Why"</p> <p>Analysis</p>	<p>Think Like a Disciplinarian Is this how a (discipline, i.e.; biologist) would think and act?</p> <p>Thinking Skill (Bloom's) Scaffolding questions and activities at various levels of Bloom's Taxonomy.</p> <p>Tiered Assignments Different levels of complexity, number of steps and levels of independence.</p>	<p>Lesson Delivery Strategies: clear objectives, opportunities to talk, no down time, whole and small groups</p> <p>Review/Assessment Strategies: content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, numbered wheels, white-board responses</p>							
	O.D.E. – ELP Standards								
<p>3</p> <p>Problem Solving Why is...it important? How is...and example of? Using illustrations to sequence story Interpret Why Events Happen Solve story problem in your own way Describe in words or art about story</p> <p>Application</p>	Function	Form							
<p>2</p> <p>Summarize Story Retell Details Sequencing Story Events Main idea What Happened/Conclusion Describe in Own Words Discuss Explain Identify</p> <p>Understanding/Comprehension</p>	<p>express: needs/likes</p> <p>describe: nouns</p> <p>describe: relations</p> <p>describe: actions</p> <p>retell/relate events</p> <p>make predictions</p> <p>information questions</p> <p>clarifying questions</p> <p>express opinion</p> <p>comparing</p> <p>contrasting</p> <p>summarizing</p> <p>persuading</p> <p>literary analysis</p> <p>cause/effect</p> <p>draw conclusion</p> <p>define</p> <p>explain</p> <p>generalize</p> <p>evaluate</p> <p>interpret</p> <p>sequence</p> <p>hypothesize</p>	<p>indirect/direct object subject/verb agreements, pronouns</p> <p>nouns, pronouns, adjectives</p> <p>prepositional phrases</p> <p>present progressive, adverbs</p> <p>past tense verbs, perfect aspect (present & past)</p> <p>Verbs: future tense, conditional mode</p> <p>Verbs and verb phrases in questions</p> <p>Questions with increasing specificity</p> <p>sentence structure, modals (will, can, may shall)</p> <p>adjectives, conjunctions, comparatives, superlatives, adverbs</p> <p>comparative adjectives</p> <p>increasingly complex sentences w' specific vocabulary</p> <p>verb forms</p> <p>sentence structure, specific vocabulary</p> <p>verb forms</p> <p>comparative adjectives</p> <p>nouns, pronouns and adjectives</p> <p>verbs, declarative & complex sentences, adverbs of manner</p> <p>abstract nouns, verb forms, nominalizations</p> <p>complex sentences; increasing specificity of nouns, verbs, adj</p> <p>language of propaganda, complex sentences, nominalizations</p> <p>adverbs of time, relative clauses, subordinate conjunctions</p> <p>Modals (would, could might), compound tenses</p>							
<p>1</p> <p>Characters and Story Elements List Events and Character Traits Repeat - Recall of information First, Next, Last - Who, Where in Story... Identify Feeling Describe from Text</p> <p>Remembering/Knowledge</p>	<p>Resource Contributors: Erin Crowley, Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco</p>								

CCSS English Language Arts Check List

Gr. 6

Check List Instructions: "Focus" standards are indicated by check [] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.

District Focus Standards By Quarter

Supporting standards you add can be checked off in provided boxes. []

Qtr 1	Qtr 2	Qtr 3	Qtr 4				
✓				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓			✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	X	✓	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	✓		✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	✓						
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓			✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	X	✓	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	✓		✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Literature

Key Ideas and Details

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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.

Craft and Structure

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.

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.

Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

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.

(Not applicable to literature)

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.

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational

Key Ideas and Details

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

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.

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.

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCSS English Language Arts Check List

Gr 6

Check List Instructions: "Focus" standards are indicated by check [X] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.

Supporting standards you add can be checked off in provided boxes. []

District Focus Standards By Quarter								Reading Informational <i>[cont.]</i>	
Qtr 1	Qtr 2	Qtr 3	Qtr 4						
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RI.6.10	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
								Reading History/Social Studies	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.1	Key Ideas and Details Cite specific textual evidence to support analysis of primary and secondary sources.
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
			X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.4	Craft and Structure Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	X			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
	X		X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	X			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.7	Integration of Knowledge and Ideas Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
		X		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
		X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RH.10	Range of Reading and Level of Text Complexity By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
								Reading Science/Technical <i>[cont.]</i>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.1	Key Ideas and Details Cite specific textual evidence to support analysis of science and technical texts.
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.4	Craft and Structure Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
	X			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	X			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
	X			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.7	Integration of Knowledge and Ideas Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
		X		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
		X		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

CCSS English Language Arts Check List

Gr6

Check List Instructions: "Focus" standards are indicted by check mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.

Supporting standards you add can be checked off in provided boxes.

**District Focus Standards
By Quarter**

Reading Science/Technical[cont.]

Qtr 1	Qtr 2	Qtr 3	Qtr 4		
X	X	X	X	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
					Writing
					<i>Text Types and Purposes</i>
	✓		✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
	✓		✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.
	✓		✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.
	✓		✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	✓		✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.1.d Establish and maintain a formal style.
	✓		✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.1.e Provide a concluding statement or section that follows from the argument presented.
✓			✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.
✓		✓	✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
✓		✓	✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
✓		✓	✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.
✓		✓	✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
✓		✓	✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.2.e Establish and maintain a formal style.
✓		✓	✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.
✓	✓	✓		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
✓	✓	✓		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.
✓	✓	✓		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
✓	✓	✓		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.
✓	✓	✓		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
✓	✓	✓		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.3.e Provide a conclusion that follows from the narrated experiences or events.
					<i>Production and Distribution of Writing</i>
		✓		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	✓	✓		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.
		✓	✓	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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.
	✓			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	W.6.7 <i>Research to Build and Present Knowledge</i> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS English Language Arts Check List

Gr6

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Supporting standards you add can be checked off in provided boxes. [☐]

District Focus Standards By Quarter

Writing[cont.]

Research to Build and Present Knowledge [cont.]

Qtr 1	Qtr 2	Qtr 3	Qtr 4						
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	W.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").
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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").
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	W.6.10	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
Writing HS/S/T									
<i>Text Types and Purposes</i>									
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.1	Write arguments focused on discipline-specific content.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.1.d	Establish and maintain a formal style.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.2.e	Establish and maintain a formal style and objective tone.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.3	(See note; not applicable as a separate requirement)
<i>Production and Distribution of Writing</i>									
			✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	✓	✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.5	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, focusing on how well purpose and audience have been addressed.
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CCSS English Language Arts Check List

Gr 6

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Supporting standards you add can be checked off in provided boxes. [☐]

District Focus Standards By Quarter

Writing HS/S/T[cont.]

Qtr 1	Qtr 2	Qtr 3	Qtr 4				
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
							<i>Range of Writing</i>
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WHST. 6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
							Language
							<i>Conventions of Standard English</i>
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.1.b Use intensive pronouns (e.g., myself, ourselves).
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.1.c Recognize and correct inappropriate shifts in pronoun number and person.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
✓			✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
X	✓	X	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
✓	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.2b Spell correctly.
							<i>Knowledge of Language</i>
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
✓		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.
	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.3.b Maintain consistency in style and tone.
							<i>Vocabulary Acquisition and Use</i>
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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).
✓	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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).

CCSS English Language Arts Check List

Gr 6

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Supporting standards you add can be checked off in provided boxes. []

District Focus Standards By Quarter

Qtr 1 Qtr 2 Qtr 3 Qtr 4

				<u>Language</u> [cont.]					
				<i>Vocabulary Acquisition and Use</i> [cont.]					
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.5.a	Interpret figures of speech (e.g., personification) in context.
	✓	✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
		✓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	L. 6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
				<u>Speaking & Listening</u>					
				<i>Comprehension and Collaboration</i>					
✓	X	✓	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
	✓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SL. 6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
✓				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SL. 6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
✓				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
			✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SL. 6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
				<i>Presentation of Knowledge and Ideas</i>					
			✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SL. 6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
✓				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SL. 6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SL. 6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.