

**Bermudian Springs Pennsylvania Core Standards  
English/Language Arts Framework  
Sixth Grade**



## **Introduction**

Bermudian Springs School District shares the Partnership for Assessment for Readiness for College and Careers (PARCC) vision that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within our schools. All fields of study demand analysis of complex texts and strong oral and written communication skills.

The Core Standards challenge students in Grade 6 to proficiently read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence to support analyses. Students focus on examining how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas.

## **English/Language Arts - Long Term Transfer Goals**

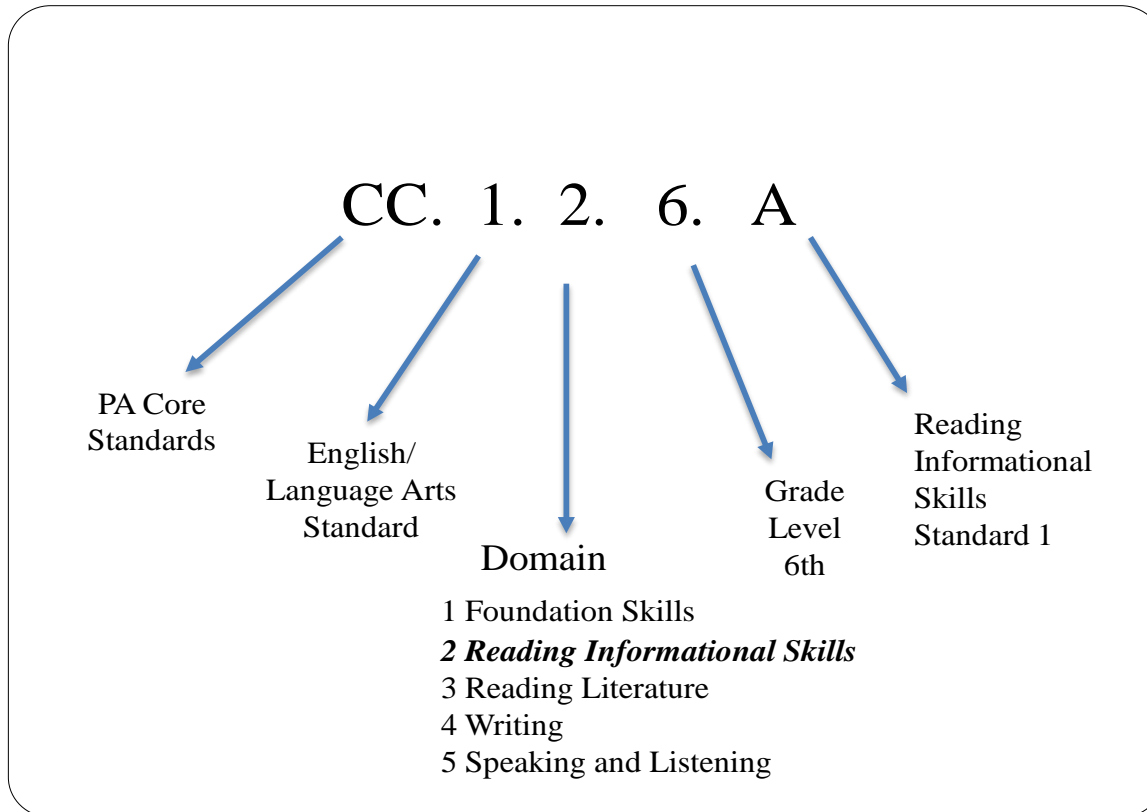
Bermudian Springs School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

### **Students will be able to independently use their learning to:**

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

**Adapted from: [commoncore.org](http://commoncore.org), 2013; [parconline.org](http://parconline.org), 2013; [pdesas.org](http://pdesas.org), 2013**

## English/Language Arts Standard Taxonomy



**1.2 – Informational Text** – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

**DOMAIN:** Key Ideas and Details – *Main Idea*

**STANDARD:** C.C.1.2.6.A – Determine two or more main or central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Anchor Descriptor:** Demonstrate understanding of key ideas and details in informational texts

Eligible Content:

- **E06.B-K.1.1.2-** Determine central ideas of a text and how they are conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Key Concepts**

**Key Vocabulary**

- \*Analyze the development of a text’s main idea
- \*Learn how to summarize texts by evaluating key details, and create unbiased summaries withholding personal opinion and judgment
- \*Identify main ideas and key events
- \*Analyze main ideas and key events
- \*Determine two or more main ideas of a text

Central idea, main idea, supporting idea, supporting details, summary

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students write a summary of an informational text, differentiating between essential and non-essential information. They will draw a conclusion based on the evidence from the text.
- Read, understand, and analyze journals, articles, and other nonfiction text for school, personal, and career-related reasons.
- Infer the big ideas of a text and discuss how they are applicable to people’s lives today.
- Students evaluate how the writer has used illustrations and print to convey big ideas. Students will effectively write a summary of the big ideas and conclude by evaluating how the writer conveyed the big ideas.
- After reading text, write the main idea from the passage and then cite supporting details. Write a summary of the text.
- Create a main idea and supporting detail graphic organizer.
- Present information read to other students in jigsaw groups. Present orally the main idea and supporting details.

**1.2 –INFORMATIONAL TEXT** -- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

**DOMAIN:** *Text Analysis*

**STANDARD:** CC.1.2.6.B- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.  
CC.1.2.6.C- Analyze in detail how a key individual, event, or idea is introduced, illustrated and elaborated in a text.

**Anchor Descriptor:** : Demonstrate understanding of key ideas and details in informational texts

Eligible Content:

- **E06.B-K.1.1.1-** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- **E06.B-K.1.1.3-** Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

**Key Concepts**

- \*Students will be able to read and analyze informational text
- \*Develop the ability to closely examine the text’s content
- \*Learn how to look for and identify deeper meanings within the texts by drawing inferences
- \*Develop the ability to determine essential from nonessential information
- \*Analyze how individual people, events, or ideas are introduced and elaborated upon in a text
- \* Textual evidence to support a generalization
- \* Analyze key ideas
- \*Textual evidence to support an inferences

**Key Vocabulary**

Analyze, Cite Evidence, Generalization, Critique, Key Ideas, Draw Conclusions, Inferences

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students write an informative piece explaining how a key individual is presented in a text.
- Students carefully examine a segment of the text. Students take the text's content and add prior knowledge to create new information in the form of inferences. Students engage in think/pair/share activities for providing support from the text for their comments with their partner.
- Cite evidence read in journals, magazine articles, and other school and career related materials.
- Read, understand, and analyze journals, articles, and other nonfiction text for school, personal, and career-related reasons.
  - Students write an informative piece analyzing how a key individual is presented in the text. They then critique how the author structured the text by deciding if it contributed to the development of the ideas about the person.
  - Students read and analyze informational texts. They closely examine the text's content and identify deeper meanings with the text by drawing inferences.
  - Answer comprehension questions by drawing conclusions/making inferences and then supporting them with evidence from the text.
  - Create a graphic organizer in which the inference support from the story and student's own background knowledge are included.
- Oral response in which textual support is given.
- Draw a pictorial comparison between two ideas or concepts.
- Oral presentation of the comparison of two ideas or concepts.

**1.2 –INFORMATIONAL TEXT** -- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

**DOMAIN:** *Text: Point of View*

**STANDARD:** CC.1.2.6.D- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Anchor Descriptor: Demonstrate understanding of connections within, between, and/or among informational texts.**

**Eligible Content:**

**E06.B-C.2.1.1- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.**

**Key Concepts**

**Key Vocabulary**

\*Author’s point of view  
\*Author’s purpose in a text

Point of View, Determine, Purpose, Position

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Reading, understanding, and analyzing newsprint, magazines, blogs, and other nonfiction texts – specifically in a text where multiple perspectives exist.
- While reading an argumentative text, identify which side the author takes via class discussion.
- As a class, create a list of conflicting viewpoints/evidence; chart how the author of the piece responds individually in a T-chart.
- Students create their own opposing viewpoints; rewrite the article/piece in a way which addresses them.
- Create a graphic organizer showing the point of view on a particular subject.

**1.2 –INFORMATIONAL TEXT** - – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

**DOMAIN:** *Craft and Structure Text Structure*

**STANDARD:** CC.1.2.6.E- Analyze the author’s structure through the use of paragraphs, chapters, or sections.

**Anchor Descriptor:** **Demonstrate understanding of connections within, between, and/or among informational texts.**

Eligible Content:

- **E06.B-C.2.1.2-** Analyze how a particular sentence, paragraph, chapter, section or text feature fits into the overall structure of a text and contributes to the development of the ideas.

**Key Concepts**

**Key Vocabulary**

\*Determine how individual elements of informational texts, (sentence, chapter, section, ect) contribute to a text’s overall scope  
\*Develop the ability to recognize how form relates to function and how a part relates to a whole  
\*Analyze the author’s structure overall structure of a text and contributes to the development of the ideas

Analyze, Select, Connections, Develop, Informational texts, Describe, Text Structure, Prove

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students will analyze an informational article with sub-headings. Students will read an assigned subtopic and present to the rest of the class.
- Students will gain appreciation of the whole article by putting together all the pieces.
- Read, understand, and analyze journals, articles, and other nonfiction text for school, personal, and career-related reasons.
- Students will work together to write an informational article with subheadings utilizing multiple sources. They will publish this article and present them to the class along with a technology component.
- Oral retelling of text



**1.2 –INFORMATIONAL TEXT** - – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

**DOMAIN:** *Craft and Structure Vocabulary*

**STANDARD:** CC.1.2.6.F-Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

**Anchor Descriptor:** Demonstrates understanding of vocabulary and figurative language in informational texts

**Eligible Content:**

- **E06.B-V.4.1.1**-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.
- **E06.B-V.4.1.2**- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

| <b>Key Concepts</b>   | <b>Key Vocabulary</b>  |
|---|--|
| *Determine and interpret the meaning of unfamiliar words using contextual clues<br>*Understand how language can be used to convey specific meanings or particular effects to the reader<br>*Understand the nuanced, unspoken, and non-literal meanings of language<br>*Determine the meaning of words and phrases<br>*interpretation of figurative language in text<br>*Greek or Latin affixes and roots as clues to the meaning of a word<br>*Demonstrate understanding of figurative language<br>*interpret figurative language<br>*Use the relationship between particular words | Simile, metaphor, personification, hyperbole, cause/effect, part/whole, item/category, synonym/antonym |

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students interpret the nuanced, unspoken, and non-literal meanings of language through the study of synonyms, antonyms, analogies, and practice with dictionaries and thesauruses.
- Students draw conclusions and apply their understanding to their reading and writing by analyzing how word choice impacts the meaning of a text in an informational text.
- Students will use their understanding of nuances, and non-literal meanings of words to create visually enhanced vocabulary dictionaries that give visuals

and examples of words in context.

- Create a poster identifying the types of figurative language.
- Interpret verbally.

**1.2 –INFORMATIONAL TEXT** - – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

**DOMAIN:** *Integration of Knowledge and Ideas Diverse Media*

**STANDARD:** CC.1.2.6.G-Integrate information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**Anchor Descriptor:**

**Eligible Content:**

**No Eligible Content**

**Key Concepts**

**Key Vocabulary**

\*Integrate information presented in different media, words to develop a coherent understanding of a topic or issue

Presentation, Media

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Appreciation and understanding of varied media.
- Have students compare and identify the advantages and disadvantages of a spoken speech VS what is written on paper by writing a comparison essay.
- Have students read a written speech to the class, putting emphasis on different sections/words to demonstrate a change or variance in purpose.



**1.2 –INFORMATIONAL TEXT** - – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

**DOMAIN:** *Integration of Knowledge and Ideas Evaluating Arguments*

**STANDARD:** CC.1.2.6.H- Evaluate an author’s argument by examining claims and determining if they are supported by evidence.

**Anchor Descriptor:** Demonstrate understanding of connections within, between and/or among informational texts

Eligible Content:

- **E06.B-C.3.1.1-** 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 (e.g., fact/opinion, bias).

**Key Concepts**

\*Evaluate data, arguments and claims in a text in order to distinguish those supported by evidence from those which are not  
\*Evaluate if there is enough evidence to support a particular claim within an informational text  
\*Evaluate an author’s argument by examining claims and determining if they are supported by evidence  
\*Identify similarities and differences in the way various authors present information on the same topic

**Key Vocabulary**

Trace and evaluate, Argument, Evidence

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students will read and interpret an informational text that includes charts and graphs and create a graphic organizer that detail which claims are supported by evidence and which ones are not. Then, students will write an editorial supporting or countering the claim outlining the evidence or lack thereof the writer used to present the original information
- Students will read an editorial or informational article about a book or movie and a critic’s reaction to a book or movie.
- Students will compare and contrast the two, outline the facts and opinions and distinguish the claims that are supported by facts and those that are not. Students will then write a reaction essay based on this information.
- Students will read about a historic event with opposing sides. Students will then synthesize the information and write an excerpt and biography of the writers from both sides.
- Students will then compare and contrast the information based on the both sides. A comparative essay will be the end product.

- Oral retelling of major points and details.
- Pictorial representation of main idea with supporting evidence

**1.2 –INFORMATIONAL TEXT** - – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

**DOMAIN:** *Integration of Knowledge and Ideas Analysis Across Texts*

**STANDARD:** CC.1.2.6.I- Examine how two authors present similar information in different types of text.

**Anchor Descriptor:** : Demonstrate understanding of connections within, between and/or among informational texts

**Eligible Content:**

- **E06.B-C.3.1.2-** 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)

**Key Concepts**

**Key Vocabulary**

\*Students will find similarities and differences in the way various authors present information on the same topic (Examine how two authors present similar information in different types of text.)

Examine, Compare and contrast, Analyze, Support, Evaluate

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students will read an excerpt of an autobiography and a biography of the same individual.
- Students will compare and contrast the facts and details used as one author writes about himself/herself and the other author writes from a third person point of view.
- Students will read two opposing viewpoints on current events issues. After reading the facts from both points-of view each student will write a paragraph of support for one side of the argument.
- Students are expected to highlight details from both authors that helped form their opinion.

**1.2 –INFORMATIONAL TEXT - – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence**

**DOMAIN:** *Vocabulary Acquisition and Use*

**STANDARD:** CC.1.2.6.J- 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.

**Anchor Descriptor:** Demonstrate understanding of vocabulary and figurative language in informational text

**Eligible Content:**

- **E06.B-V.4.1.1-** 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.
- **E06.B-V.4.1.2** -Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

| <b>Key Concepts</b>   | <b>Key Vocabulary</b>   |
|---|---|
| <p>*Determine and interpret the meaning of unfamiliar words using contextual clues.</p> <p>*Understand how language can be used to convey specific meanings or particular effects to the reader.</p> <p>*Understand the nuanced, unspoken and non-literal meanings of language, Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases</p> <p>*Determine the meaning of words and phrases, Interpretation of figurative language in text, Greek or Latin affixes and roots as clues to the meaning of a word</p> <p>*Demonstrate understanding of figurative language, Interpret figurative language</p> <p>* Use the relationship between particular words</p> | <p>Simile, metaphor, personification, hyperbole, cause/effect, part/whole, item/category, synonym/antonym</p> |

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students will use their understanding of nuances and non-literal meanings of words to create visually enhanced vocabulary dictionaries that give visuals and examples of words in context.
- Students will analyze and critique a poem or short story by a new writer. In the critique students are to include feedback on the use of figurative language and the author’s use of words and phrases to create and impact meaning.
- Create pictorial representations, songs, riddles, or other creative examples of vocabulary knowledge.

**1.2 –INFORMATIONAL TEXT - – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence**

**DOMAIN:** *Vocabulary Acquisition and Use*

**STANDARD:** CC.1.2.6.K- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

**Anchor Descriptor:** - Demonstrate understanding of vocabulary and figurative language in informational text.

**Eligible Content:**

- **E06.B-V.4.1.1-** 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.

| Key Concepts   | Key Vocabulary                                      |
|--|---|
| <ul style="list-style-type: none"> <li>*Determine and interpret the meaning of unfamiliar words using contextual clues.</li> <li>* Understand how language can be used to convey specific meanings or particular effects to the reader.</li> <li>*Understand the nuanced, unspoken and non-literal meanings of language</li> <li>*Determine or clarify the meaning of unknown and multiple-meaning words Greek or Latin affixes and roots as clues to the meaning of a word</li> <li>*Use the relationship between particular words</li> </ul> | Determine, Clarify, Affixes, Multiple-meaning words |

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students will use their understanding of nuances and non-literal meanings of words to create visually enhanced vocabulary dictionaries that give visuals and examples of words in context.
- Students will analyze and critique a poem or short story by a new writer. In the critique students are to include feedback on the use of figurative language and the author’s use of words and phrases to create and impact meaning.
- Oral presentation

**1.2 –INFORMATIONAL TEXT - – Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence**

**DOMAIN:** *Range of Reading*

**STANDARD:** CC.1.2.6.L- Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

**Anchor Descriptor:**

**Eligible Content:**

**No Eligible Content**

**Key Concepts****Key Vocabulary**

\*Read and comprehend literary non-fiction and informational text

Read, non-fiction, informational text

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Read and enjoy nonfiction texts independently.
- Reading nonfiction/independent texts of students’ choosing based upon lexile scores from SRI assessments.
- Complete book reports, presentations, talks



**1.3 Reading Literature--** Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

**DOMAIN:** *Key Ideas and Details and Theme*

**STANDARD:** CC.1.3.6.A – 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.

**Anchor Descriptor:** Demonstrate understanding of key ideas and details in literature

**Eligible Content:**

- **E06.A-K.1.1.2-** Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

**Key Concepts**

Students will read and analyze texts from a variety of literary genres; develop the ability to closely examine the text’s explicit content; and look for and identify deeper meanings within the text by drawing inferences.

- Determine a theme or central idea of a text
- how theme is conveyed through particular details
- Provide a summary of the text distinct from personal opinions or judgments

**Key Vocabulary**

Theme, Central idea, Summary, Cite evidence, Draw conclusions , Create, Analyze

|   |   |
|---|---|
|   |   |
| <b>Competencies</b><br><i>Describe what students should be able to do (key skills) as a result of this instruction</i>  |   |
| <ul style="list-style-type: none"> <li>Using indirect characterization, students draw conclusions regarding traits about the main character in their book. They write a response explaining their conclusions using examples from the text.</li> <li>Relate character's traits to people.</li> <li>Students infer traits about the main character in their book and analyze how this character changes over time. They write a response conveying the change by citing evidence from the text.</li> <li>Analyze stories or poems and determine theme.</li> <li>Create written responses explaining the author's theme and how the author supported the theme throughout the piece.</li> <li>Create written response about the character's response to conflicts in the story.</li> <li>Create a poster identifying the theme of the book or poem.</li> <li>Create a graphic organizer in which the theme is supported.</li> </ul> |   |
| <b>1.3 Reading Literature-</b> Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.  |   |
| <b>DOMAIN:</b> <i>Key Ideas and Details Text Analysis</i>   |   |
| <b>STANDARD:</b> CC.1.3.6.B- Demonstrate understanding of key ideas and details in literature.  |   |
| <b>Anchor Descriptor:</b><br><b><u>Eligible Content:</u></b>  |   |
| <ul style="list-style-type: none"> <li><b>E06.A-K.1.1.1-</b> Cite textual evidence to support analysis of what the text says explicitly as well s inferences and/or generalizations drawn from the text.</li> </ul>   |   |
| <b>Concepts</b>   | <b>Key Vocabulary</b>                                   |
| *Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text  | Textual evidence, Analysis, Inferences, Generalizations |
| <b>Competencies</b><br><i>Describe what students should be able to do (key skills) as a result of this instruction</i>  |   |

- Personal enjoyment and understanding of a fiction or literature text.
- Comprehension Questions which ask students to Cite Evidence to support inferences, conclusions, and generalizations.
- Answering questions from the Literature book.
- Complete Graphic Organizers
- Have students create a visual representation of a character, event, etc. which involves inferences, conclusions, or generalizations and support their depiction with evidence from the text.

1.3 Reading Literature -- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

**DOMAIN:** *Key Ideas and Details Literary Elements*

**STANDARD:** CC.1.3.6.C-Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as inferences and/or generalizations drawn from the text.

**Anchor Descriptor:** Demonstrate understanding of key ideas and details in literature.

**Eligible Content:**

- **E06.A-K.1.1.3-**Describe how the plot of a particular story, drama or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

**Concepts**

**Key Vocabulary**

- \*Analyze a text’s central idea or theme by showing how they unfold throughout the text
- \*Summarize the main idea of the text as a whole without adding their own ideas or opinions
- \* Describe how a particular story 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
- \* Observe and analyze how story characters and plot interact throughout a given text
- \*Develop the ability to read and evaluate texts with the goal of understanding how the stories events and setting impact and shape the characters in different ways

Describe, Plot elements, Exposition, Rising action, Climax, Falling action, Resolution, Make Observation, Cause/Effect, Analyze

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students use a graphic organizer to monitor and keep track of the changes in the main character over the course of the text and determine what the character learned.
- Students will write a response about the changes in the main character and what the character learned by summarizing the ideas without adding their personal opinions or judgments
- Students will use a graphic organizer to collect how the writer reveals the underlying messages or the themes of a text through a character. After collecting and effectively organizing the key thematic details within a text, they will create an unbiased summary withholding personal opinions and judgment.
- In texts with multiple complex characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they

say and think and what other characters say about them. Then write a response analyzing how they are multidimensional and change over time. Include if the setting impacted and shaped the character.

**1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**DOMAIN:** *Craft and Structure Point of View*

**STANDARD:** CC.1.3.6.D – Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Anchor Descriptor:** - Demonstrate understanding of craft ad structure in literature. Analyzes purpose of text (narrative) explains the effectiveness of author’s use of point of view.

**Eligible Content:**

- **E06.A-C.2.1.1-** Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

| <b>Concepts</b>  | <b>Key Vocabulary</b>   |
|--|---|
| *Understand how the author develops the point of view of the narrator or speaker of the text<br>*Describe the effectiveness of the point of view<br>*Author’s point of view<br>*Author’s purpose in a text | Point of View, Cite evidence, Draw conclusions, Evaluate , Debate, Argue critique |

**Competencies**  
*Describe what students should be able to do (key skills) as a result of this instruction*

- In writing, students identify the point of view of a scene and explain how it is conveyed in the text. They will critique the effectiveness of the point of view for that scene. They will decide if the scene would evoke the same reaction in the reader if another point of view was used and explain their critique in writing.
- Choose two characters with contrasting viewpoints and cite evidence to support why they have different perspectives.

- Highlight parts of the text which create suspense or are humorous.
- Create a graphic organizer in which two characters can be clearly analyzed as having different perspectives.
- Illustrate two opposing perspectives by two different characters – how one character sees events VS how the other character sees events.

**1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**DOMAIN:** *Craft and Structure Text Structure*

**STANDARD:** CC.1.3.6.E- Analyze the development of the meaning through the overall structure of the text.

**Anchor Descriptor:** Demonstrate understanding of craft and structure in literature

**Eligible Content:**

E06.A-C.2.1.2.-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.

**Concepts**

**Key Vocabulary**

\*Analyze the author’s structure overall structure of a text and contributes to the development of theme, setting, plot ideas

Analyze, Connections, text structure, theme, setting plot

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Personal enjoyment and the ability to understand similarities and differences between similar texts with different structures.
- Compare/Contrast poetry and fiction using graphic organizers. Through questioning, identify how the form contributes to the meaning or style – can be written or verbal response.
- Complete Venn Diagram
- Answer literature Book Comprehension Questions

**1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**DOMAIN:** *Craft and Structure Vocabulary*

**STANDARD:** CC.1.3.6.F- Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

**Anchor Descriptor:** Demonstrate understanding of vocabulary and figurative language in literature.

**Eligible Content:**

- **E06.A-V.1.1.-** 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.
- **E06.A-V.4.1.2-** Demonstrate understanding of figurative language, word relationships, nuances in word meaning

**Anchor Descriptor: Demonstrate understanding of craft and structure in literature.**

- **E06.A-C.2.1.3-** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

**Concepts**

\*Determine the meaning of unfamiliar words and phrases using contextual clues, interpretation of figurative language in text, Greek or Latin affixes and roots as clues to the meaning of a word  
 \* Demonstrate understanding of figurative language, interpret figurative language  
 \*Use the relationship between particular words, Students will understand how language can be used to convey specific meanings or particular effects to the reader

**Key Vocabulary**

Simile, metaphor, personification, hyperbole, cause/effect, part/whole, item/category, synonym/antonym

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*



- Students draw conclusions/interpret the nuanced, unspoken, and non literal meanings of language through the study of synonyms, antonyms, analogies, and practice with dictionaries and thesauruses using literature
- Students draw conclusions and apply their understanding to their reading and writing by analyzing how word choice impacts the meaning of a text in literature.

**1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**DOMAIN:** *Integration of Knowledge and Ideas Sources of Information*

**STANDARD:** CC.1.3.6.G- Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.

**Anchor Descriptor:**

**Eligible Content:**

- No Eligible Content

**Concepts**

**Key Vocabulary**

\*Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching

Compare, Contrast

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Appreciate the many forms a story may take – text, film, or stage.
- Have students compare/contrast using a Venn Diagram to recognize the differences between the literature and the film version of a text.
- Have students watch the film with the script, pausing to discuss differences between the film and text.
- In class discussion, decide why the directors or actors chose to portray a character the way he/she did and defend his/her decision. (Journal Entry)
- Have students create a film version of a particular fiction text and write a rationale for the artistic choices he/she made.



**1.3 Reading Literature - Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**DOMAIN:** *Integration of Knowledge and Ideas Text Analysis*

**STANDARD:** CC.1.3.6.H – Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

**Anchor Descriptor:** Demonstrate understanding of connections within, between, and/or among texts.

**Eligible Content:**

- **E06.A-C.3.1.1-Compare and contrast texts in different forms or genres (stories, dramas, poems, historical, novels, fantasy stories) in terms of their approaches to similar themes and topics.**

**Concepts**

**Key Vocabulary**

\*Compare and contrast texts in different forms or genre in terms of their approaches to similar themes and topics as well as their use of additional literary elements

Compare, Contrast, Genre, Theme, Literary elements

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Students begin to see themes and patterns which continue to recur through history and many literary texts.
- Students will read a historical fiction excerpt and an informative text on the same event. Students will write a comparison essay based on the approach both writers used to describe and explain the historical event.
- Students will read a story or drama and create a poem with the same theme.
- In a Venn Diagram poster, compare/contrast a modern work with an ancient work, identifying what has changed, why, and how the material has been rendered new.

**1.3 Reading Literature-- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**DOMAIN:** *Vocabulary Acquisitions and Use Strategies*

**STANDARD:** CC.1.3.6.I – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

**Anchor Descriptor:** Demonstrate understanding of vocabulary and figurative language in literature.

**Eligible Content:**

- **E06.A-V.4.1.1**-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexible from a range of strategies.

| Concepts   | Key Vocabulary   |
|--|--|
| *Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases<br>*Determine the meaning of words and phrases | cause/effect, part/whole, item/category, synonym/antonym |

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Read to interpret and understand language/words as it is used in fiction.
- Identify and define specific vocabulary as it pertains to a fiction.
- Break down words into roots and affixes, identifying Greek and Latin meanings in a chart, in writing, etc.
- Complete practice worksheets
- Assigned Text Vocabulary Questions
- Create different words/sentences using vocabulary, roots, and definitions.

1.3 Reading Literature- **Students read and responds to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**DOMAIN:** *Vocabulary Acquisition and Use*

**STANDARD:** CC.1.3.6.J-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.

**Anchor Descriptor:** Demonstrate understanding of vocabulary and figurative language in literature.

**Eligible content:**

- **E06.A-V.4.1.1**-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.
- **E06.A-V.4.1.2** -Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Concepts**

**Key Vocabulary**

- \*Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases.
- \* Determine the meaning of words and phrases, interpretation of figurative language in text, Greek or Latin affixes and roots as clues to the meaning of a word.
- \* Demonstrate understanding of figurative language, interpret figurative language
- \* Use the relationship between particular words

Simile, metaphor, personification, hyperbole, cause/effect, part/whole, item/category, synonym/antonym

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Read to interpret and understand language/words as it is used in fiction.
- Identify and define specific vocabulary as it pertains to a fiction.
- Break down words into roots and affixes, identifying Greek and Latin meanings in a chart, in writing, etc.
- Complete practice worksheets
- Assigned Text Vocabulary Questions
- Create different words/sentences using vocabulary, roots, and definitions.

**1.3 Reading Literature- Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**DOMAIN:** *Range of Reading*

**STANDARD:** CC.1.3.6.K – Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Anchor Descriptor:**

**Eligible Content:**

Non-Eligible Content

**Concepts**

**Key Vocabulary**

\*Read and comprehend literary non-fiction and informational text

Read

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Read and enjoy fiction texts independently.
- Reading fiction/independent texts of students' choosing based upon lexile scores from SRI assessments.
- Complete book reports, presentations, talks

**1.4 Writing- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Informative/Explanatory*

**STANDARD:** C.C.1.4.6.A - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

- \*Write informative/explanatory texts
- \* Examine a topic
- \* Convey ideas/concepts/info clearly

**Key Vocabulary**

Informative/Explanatory Texts, Topic, Ideas, Concepts

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly convey information will be necessary throughout one's academic and professional career.
- Write summaries, book reports, compare/contrast paragraphs, cause/effect paragraphs, and research papers.
- Graphic Organizers to put ideas together.
- Partner writing.



**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Informative/Explanatory - FOCUS*

**STANDARD:** **C.C.1.4.6.B - Identify and introduce the topic clearly for the intended audience.**

**Anchor Descriptor: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**Eligible Content:**

- **E06.C.1.2.1--** Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, and comparison/contrast and cause/effect to support the writer’s purpose.

**Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**Eligible Content:**

- **E06.E.1.1.1-** Introduce texts for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

**Key Concepts**

**Key Vocabulary**

\*Identify and Introduce Topic, Preview

Identify, Introduce, Preview

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly convey information will be necessary throughout one’s academic and professional career.
- Read and analyze an example of a well-focused piece.
- Write a focused topic sentence or introduction paragraph and thesis. Revise to make certain the entire essay/paragraph stays on topic.
- Graphic Organizers to put ideas together.
- Partner writing.

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Informative/Explanatory - CONTENT*

**STANDARD:** C.C.1.4.6.C - **Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension**

**Anchor Descriptor:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**Eligible Content:**

- E06.C.1.2.2- Develop the topic with relevant facts, definitions, concrete details, quotation, or other information and examples

**Anchor Descriptor:** Draw evidence from literary or informational texts to support analysis, reflection and research.

**Eligible Content:**

- E06.E.1.1.2- Develop the analysis using relevant evidence from text to support claims, opinions, and inferences and demonstrating an understanding of the text.

**Key Concepts**

\*Develop/Analyze the topic, Include Graphics/media when useful

**Key Vocabulary**

Relevant, well-chosen facts, Definitions, Concrete Details, Quotations, Examples, Graphics

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly convey information will be necessary throughout one's academic and professional career.
- Analyze a writing model with effective content.
- List details to be included and write into body paragraph(s) with fully developed ideas and details.
- Graphic Organizers to put ideas together.
- Partner writing.

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Informative/Explanatory - ORGANIZATION*

**STANDARD:** **C.C.1.4.6.D - Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.**

**Anchor Descriptor:** Write informative/explanatory texts to examine a topic and convey ideas concepts and information through the selection organization, and analysis of relevant content.

**Eligible Content:**

- **E06.C.1.2.1-** Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, and comparison/contrast and cause/effect to support the writer’s purpose.
- **E06.C.1.2.3-** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **E06. C.1.2.6-** Provide a concluding section that follows from the information or explanation presented.

**Anchor Descriptor:** Draw evidence from literary or informational texts to support analysis, reflection and research.

**Eligible Content:**

- **E06.E.1.1.1-** Introduce texts for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- **E06.C.1.1.3-** Use appropriate transitions to clarify the relationships among ideas and concepts
- **E06.C.1.1.6-** Provide a concluding section that follows from the analysis presented.

**Key Concepts**

- \*Organize Ideas/concepts/information into broader categories
- \* Use appropriate/varied transitions
- \* Clarify relationships between ideas/concepts
- \* Provide Concluding statement/section

**Key Vocabulary**

Ideas/concepts/information, Transitions, Conclusion, Format

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly convey information will be necessary throughout one’s academic and professional career.
- Analyze writing model with effective organization.
- Introduce and conclude an essay/paragraph with a logical order/sequence. Maintain one basic subject with logical transitions in sentences and between paragraphs. Revise writing as necessary.
- Graphic Organizers to put ideas together.
- Partner writing.

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Informative/Explanatory - STYLE*

**STANDARD: C.C.1.4.6.E** - Write with an awareness of the stylistic aspects of composition.

- Use precise language & domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Create tone and voice through precise language
- Establish and maintain a formal writing style.

**Anchor Descriptor:** Write informative/explanatory texts to examine a topic and convey ideas concepts and information through the selection organization, and analysis of relevant content.

**Eligible Content:**

- **E06.C.1.2.4-** Use Precise language and domain-specific vocabulary to inform about or explain the topic.
- **E06.C1.2.5-** Establish and maintain a formal style.

**Anchor Descriptor:** Draw evidence from literary or informational texts to support analysis, reflection and research

**Eligible Content:**

- **E06.E.1.1.4-** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E06.E.1.1.5** -Establish and maintain a formal style

**Anchor Descriptor:** Use knowledge of language and its conventions

**Eligible Content:**

- **E06.D.2.1.1-** Vary sentence patterns for meaning, reader/listener interest, and style
- **E06.D.2.1.2** Maintain consistency in style and tone.
- **E06.D2.1.3-** Choose words and phrases to convey ideas precisely

- **E06.D2.1.4-** Choose punctuation for effect
- **E06.D2.1.5-** Choose words and phrases for effect.

| <b>Key Concepts</b>  | <b>Key Vocabulary</b>                           |
|--|---|
| *Use precise language/domain-specific vocabulary to inform/explain<br>* Use sentences of varying lengths/complexities<br>* Create tone/voice through precise language<br>*Establish/maintain formal writing style  | Inform/Explain, Sentences, Formal Writing Style |
| <b>Competencies</b><br><i>Describe what students should be able to do (key skills) as a result of this instruction</i>   |   |
| <ul style="list-style-type: none"> <li>• Writing to fully and clearly convey information will be necessary throughout one’s academic and professional career.</li> <li>• Read an example of a piece with effective style.</li> <li>• Revise essays for varied sentence structure and wording. Require students to begin each sentence within a paragraph with a different word. Have students replace weak “to be” verbs with effective, stronger verbs and specific nouns to improve style.</li> <li>• Graphic Organizers to put ideas together.</li> <li>• Partner writing.</li> </ul> |   |

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Informative/Explanatory - Conventions of Language*

**STANDARD:** **C.C.1.4.6.F** - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.**

**Eligible Content:**

- E06.D.1.1.1- Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).
- E06.D.1.1.2- Use intensive pronouns(myself, ourselves)
- E06.D.1.1.3- Recognize and correct inappropriate shifts in pronoun number and person.
- E06.D.1.1.4- Recognize and correct vague pronouns
- E06.D.1.1.5-Recognize and correct inappropriate shifts in verb tense
- E06.D.1.1.6-Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- E06. D.1.17-Correctly use frequently confused words (to, too, two, there, their they're)
- E06.D.1.1.8-Ensure subject-verb and pronoun-antecedent agreement.

**Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.**

**Eligible Content:**

- E06.D.1.2.1-Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- E06.D.1.2.2 Spell correctly
- E06.D.1.2.3 Use punctuation to separate items in a series.

**Key Concepts**

\*Demonstrate grade-appropriate conventions

**Key Vocabulary**

Conventions, English grammar, usage, capitalization, punctuation, and spelling

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly convey information will be necessary throughout one’s academic and professional career.
- Edit/proofread own work, have a parent proofread/edit, peer-edit/proofread.
- Mechanics worksheets
- Grammar lessons

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Opinion/Argumentative*

**STANDARD:** C.C.1.4.6.G - Write arguments to support claims.

**Anchor Descriptor:**  
**Eligible Content:**

| Key Concepts                         | Key Vocabulary    |
|--------------------------------------|-------------------|
| *Write Arguments<br>* Support Claims | Arguments, Claims |

**Competencies**  
*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly argue an opinion through persuasive means will be necessary throughout one’s academic and professional career.
- Write an opinion piece with claims which support the argument.
- Graphic Organizers
- Written Debate

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Opinion/Argumentative – FOCUS*

**STANDARD:** C.C.1.4.6.H - Introduce and state an opinion on a topic.

**Anchor Descriptor: Write arguments to support claims with clear reasons and relevant evidence.**

**Eligible Content:**

- E06.C.1.1.1- Introduce claim(s) for the intended audience and support the writer’s purpose by organizing the reasons and evidence.

**Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**Eligible Content:**

E06.E.1.1.1- Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

**Key Concepts**

**Key Vocabulary**

\*Introduction and State Opinion

Opinion

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly argue an opinion through persuasive means will be necessary throughout one’s academic and professional career.
- Read and analyze an example of a well-focused piece.
- Write a focused topic sentence or introduction paragraph and thesis. Revise to make certain the entire essay/paragraph stays on topic.
- Graphic Organizers
- Written Debate



**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Opinion/Argumentative – CONTENT*

**STANDARD:** **C.C.1.4.6.I** - Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

**Anchor Descriptor:** **Write arguments to support claims with clear reasons and relevant evidence.**

**Eligible Content:**

- E06.C.1.1.2- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**Anchor Descriptor:** **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**Eligible Content:**

- E06.E.1.1.2- Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text.

**Key Concepts**

- \*Acknowledge/distinguish claims from alternate/opposing claims
- \* Support claims
- \* Use accurate/credible sources
- \* Demonstrate Understanding

**Key Vocabulary**

Claims, Logical Reasoning, Relevant Evidence, Accurate/Credible Sources

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly argue an opinion through persuasive means will be necessary throughout one’s academic and professional career.
- Analyze a writing model with effective content.
- List details to be included and write into body paragraph(s) with fully developed ideas and details. Include a counter-argument and support claims.
- Graphic Organizers
- Written Debate

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Opinion/Argumentative – ORGANIZATION*

**STANDARD:** C.C.1.4.6.J - **Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.**

**Anchor Descriptor: Write arguments to support claims with clear reasons and relevant evidence.**

**Eligible Content:**

- E06.C.1.1.1- Introduce claim(s) for the intended audience and support the writer’s purpose by organizing the reasons and evidence.
- E06.C.1.1.3- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- E06.C.1.1.5- Provide a concluding section that reinforces the claims and reasons presented.

**Anchor Descriptor: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**Eligible Content:**

- E06.E.1.1.1- Introduce text(s) for the intended audience state a topic and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- E06.E.1.1.3- Use appropriate transitions to clarify the relationships among ideas and concepts.
- E06.E.1.1.6- Provide a concluding section that follows from the analysis presented.

**Key Concepts**

- \*Organize claims w/ reasons and evidence
- \* Clarify relationships w/ words/phrases/clauses
- \* Provide concluding statement

**Key Vocabulary**

Claims, Counterclaims, Reasons, Evidence

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly argue an opinion through persuasive means will be necessary throughout one’s academic and professional career.
- Analyze writing model with effective organization.
- Introduce and conclude an essay/paragraph with a logical order/sequence. Maintain one basic subject with logical transitions in sentences and between paragraphs. Revise writing as necessary
- Graphic Organizers
- Written Debate

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Opinion/Argumentative – STYLE*

**STANDARD:** C.C.1.4.6.K - Write with an awareness of the stylistic aspects of composition.

- Use precise language & domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Create tone and voice through precise language
- Establish and maintain a formal writing style.

**Anchor Descriptor:** Write arguments to support claims with clear reasons and relevant evidence.

**Eligible Content:**

- E06.C.1.1.4- Establish and maintain a formal style

**Anchor Descriptor:** Use knowledge of language and its conventions.

**Eligible Content:**

- E06.D.2.1.1- Vary sentence patterns for meaning, reader/listener, interest, and style
- E06.D.2.1.2-Maintain consistency in style and tone.
- E06.D.2.1.3- Choose words and phrases to convey ideas precisely.
- E06.D.2.1.4- Choose punctuation for effect.
- E06.D.2.1.5-Choose words and phrases for effect.

**Anchor Descriptor:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Eligible Content:**

- E06.E.1.1.4- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E06.E.1.1.5- Establish and maintain a formal style.

| Key Concepts   | Key Vocabulary  |
|--|---|
| <ul style="list-style-type: none"> <li>*Write with awareness of style</li> <li>* Use precise language</li> <li>*Use sentences</li> <li>*Create Tone/Voice</li> <li>* Establish/maintain formal writing style</li> </ul>  | <p>Precise Vocabulary, Tone/Voice, Precise Language, Formal Style</p> |
| <p><b>Competencies</b><br/> <i>Describe what students should be able to do (key skills) as a result of this instruction</i></p>  |   |
| <ul style="list-style-type: none"> <li>• Writing to fully and clearly argue an opinion through persuasive means will be necessary throughout one’s academic and professional career.</li> <li>• Read an example of a piece with effective style.</li> <li>• Revise essays for varied sentence structure and wording. Require students to begin each sentence within a paragraph with a different word. Have students replace weak “to be” verbs with effective, stronger verbs and specific nouns to improve style.</li> <li>• Graphic Organizers</li> <li>• Written Debate</li> </ul> |   |

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Opinion/Argumentative – CONVENTIONS OF LANGUAGE*

**STANDARD:** **C.C.1.4.6.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**

**Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.**

**Eligible Content:**

- E06.D.1.1.1- Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).
- E06.D.1.1.2- Use intensive pronouns(myself, ourselves)
- E06.D.1.1.3- Recognize and correct inappropriate shifts in pronoun number and person.
- E06.D.1.1.4- Recognize and correct vague pronouns
- E06.D.1.1.5-Recognize and correct inappropriate shifts in verb tense
- E06.D.1.1.6-Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- E06. D.1.17-Correctly use frequently confused words (to, too, two, there, their they're)
- E06.D.1.1.8-Ensure subject-verb and pronoun-antecedent agreement.

**Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.**

**Eligible Content:**

- E06.D.1.2.1-Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- E06.D.1.2.2 Spell correctly
- E06.D.1.2.3 Use punctuation to separate items in a series.

**Key Concepts**

\*Demonstrate grade appropriate conventions

**Key Vocabulary**

English grammar, capitalization, punctuation, and spelling

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing to fully and clearly argue an opinion through persuasive means will be necessary throughout one's academic and professional career.
- Edit/proofread own work, have a parent proofread/edit, peer-edit/proofread
- Mechanics worksheets
- Grammar Book Lessons

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Narrative*

**STANDARD:** C.C.1.4.6.M - Write narratives to develop real or imagined experiences or events.  
CC.1.4.6N- Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

**Anchor Descriptor:**

**Eligible Content:**

- No Eligible Content for C.C.1.4.6.M

**Anchor Descriptor:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**Eligible Content:**

- E06.C.1.3.1- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose; maintain a controlling point.

**Key Concepts**

- \*Write narratives
- \* Develop real/imagined events

**Key Vocabulary**

Write narratives

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Creative writing is used to convey ideas and thoughts and feelings.
- Written paragraph or story which conveys real or imagined events.
- Graphic Organizers
- Poetry
- Journal Entries

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Narrative - CONTENT*

**STANDARD:** C.C.1.4.6.O - Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**Anchor Descriptor:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**Eligible Content:**

- E06.C.1.3.2- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- E06.C.1.3.4-Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**Key Concepts**

- \*Use narrative techniques
- \* Develop Experiences/events/characters
- \* Use precise words/phrases, descriptive details, sensory language
- \*Capture action
- \* Convey experiences/events

**Key Vocabulary**

Dialogue, Descriptions, Reflection, Pacing, Events, Characters, Descriptive Details, Sensory Language

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Creative writing is used to convey ideas and thoughts and feelings.
- Students read an exemplar with good examples of dialogue, pacing, description, sensory language, and/or reflection.
- Students write a piece which includes dialogue, pacing, description or reflection. Have students revise piece to strengthen style in these areas.
- Graphic Organizers
- Poetry
- Journal Entries



**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Narrative - ORGANIZATION*

**STANDARD:** **C.C.1.4.6.P - Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationship among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.**

**Anchor Descriptor:** **Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.**

**Eligible Content:**

- E06.C.1.3.1- - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose; maintain a controlling point.
- E06.C.1.3.3-Use a variety of transitional words, phrases and clauses to convey sequence and to signal shifts from one time frame or setting to another.
- E06.C.1.3.5- Provide a conclusion that follows from the narrated experiences or events.

**Key Concepts**

- \*Organize event sequence
- \* Use transition words/phrases/clauses
- \* Signal shifts from one time frame to another
- \*Show relationships
- \* Provide conclusion

**Key Vocabulary**

Event Sequence, Transition words/phrases/clauses, Relationships, Conclusion

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Creative writing is used to convey ideas and thoughts and feelings.
- Read and analyze an exemplar which demonstrates effective organization in narrative writing.
- Use a variety of transitional phrases to pace a narrative piece or signal shifts in timeframe. Write a conclusion to a narrative piece which reflects on the experiences/events.
- Graphic Organizers.
- Poetry
- Journal Entries

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Narrative - STYLE*

**STANDARD:** C.C.1.4.6.Q - Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying lengths and complexities
- Create tone and voice through precise language.

**Anchor Descriptor:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**Eligible Content:**

- E06.C.1.3.4- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**Anchor Descriptor:** Use knowledge of language and its conventions.

**Eligible Content:**

- E06.D.2.1.1- Vary sentence patterns for meaning, reader/listener, interest, and style
- E06.D.2.1.2-Maintain consistency in style and tone.
- E06.D.2.1.3- Choose words and phrases to convey ideas precisely.
- E06.D.2.1.4- Choose punctuation for effect.
- E06.D.2.1.5-Choose words and phrases for effect.

**Key Concepts**

- \*Write with awareness of style
- \*Use verbs in active/passive voice
- \*Use sentences
- \*Create tone/voice

**Key Vocabulary**

Passive/Active Voice Verbs  
Conditional/Subjunctive Mood

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Creative writing is used to convey ideas and thoughts and feelings.
- Read and analyze an example of a piece with effective style.
- Revise essays for varied sentence structure and wording. Revise essays for use of descriptive detail and to include sensory language. Require students to begin each sentence within a paragraph with a different word. Have students replace weak “to be” verbs with effective, stronger verbs and specific nouns to improve style.
- Graphic Organizers
- Poetry
- Journal Entries
- Peer Editing
- Parent Editing

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Narrative – CONVENTIONS*

**STANDARD:** **C.C.1.4.6.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**

**Anchor Descriptor: Demonstrate command of the conventions of standard English grammar and usage.**

**Eligible Content:**

- E06.D.1.1.1- Ensure that pronouns are in the proper case (i.e., subjective, objective, possessive).
- E06.D.1.1.2- Use intensive pronouns(myself, ourselves)
- E06.D.1.1.3- Recognize and correct inappropriate shifts in pronoun number and person.
- E06.D.1.1.4- Recognize and correct vague pronouns
- E06.D.1.1.5-Recognize and correct inappropriate shifts in verb tense
- E06.D.1.1.6-Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- E06. D.1.17-Correctly use frequently confused words (to, too, two, there, their they're)
- E06.D.1.1.8-Ensure subject-verb and pronoun-antecedent agreement.

**Anchor Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.**

**Eligible Content:**

- E06.D.1.2.1-Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- E06.D.1.2.2 Spell correctly
- E06.D.1.2.3 Use punctuation to separate items in a series.

| <b>Key Concepts</b>                             | <b>Key Vocabulary</b>   |
|---|---|
| *Demonstrate appropriate command of conventions | English grammar, usage, capitalization, punctuation, and spelling |

**Competencies**  
*Describe what students should be able to do (key skills) as a result of this instruction*

- Creative writing is used to convey ideas and thoughts and feelings.
- Edit/proofread own work, have a parent proofread/edit, peer-edit/proofread
- Mechanics worksheets
- Grammar book lessons

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Response to Literature*

**STANDARD:** C.C.1.4.6.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction

**Anchor Descriptor:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Eligible Content:**

- E06.E.1.1.1- Introduce text(s) for the intended audience state a topic and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- E06.E.1.1.2- Develop the analysis using relevant evidence from text(s) to support claims, opinion, and inferences and demonstrating an understanding of the text(s)
- E06.E.1.1.3- Use appropriate transitions to clarify the relationships among ideas and concepts.
- E06.E.1.1.4-Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E06.E.1.1.5- Establish and maintain a formal style.
- E06.E.1.1.6- Provide a concluding section that follows from the analysis presented.

**Key Concepts**

\*Draw evidence to support analysis, reflection, and research

**Key Vocabulary**

Analysis, Reflection, Research

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Read and analyze an effective exemplar of this particular type of writing.
- Students read a selected piece and offer their own analysis, citing evidence from the piece.
- Students should follow all rules taught for previous writing types including using effective content, organization, style, and conventions.
- Graphic Organizers
- Journal Entries

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Production and Distribution of Writing – WRITING PROCESS*

**STANDARD:** C.C.1.4.8.T - **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.**

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

**Key Vocabulary**

\*Develop and strengthen writing as needed

Planning, Revising, Editing, Rewriting

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- In all writing, individuals follow a process to effectively develop their ideas in order to convey them clearly.
- Plan/Brainstorm using a graphic organizer
- Peer Edit/Proofread
- Parent Edit/Proofread
- Teacher Edit/Proofread
- Edit a poor example which one has not previously written.
- Grammar Book Exercises.

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Technology and Publication*

**STANDARD:** C.C.1.4.6.U - Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

\*Use technology to produce/publish/present  
\* Interact and collaborate with others

**Key Vocabulary**

Produce, publish, and present relationships between info/ideas

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- To effectively present ideas and information using various forms of technology.
- Students write their essays using Microsoft Word or other programs on computers at home and/or at school.
- Students effectively format their work using the MLA handbook style.
- Power point presentations



**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Conducting Research*

**STANDARD:** C.C.1.4.6.V - 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.

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

- \*Conduct short research projects to answer a question
- \* Draw on several sources
- \* Generate related questions

**Key Vocabulary**

Research, Sources, Generate questions

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- To effectively present ideas and information using various forms of technology.
- Students write their essays using Microsoft Word or other programs on computers at home and/or at school.
- Students effectively format their work using the MLA handbook style.
- Power point presentations

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Credibility, Reliability, and Validity of Sources*

**STANDARD:** C.C.1.4.6.W - 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.

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

- \*Gather relevant information from multiple sources
- \* Use search terms effectively
- \* Assess credibility/accuracy
- \* Quote/paraphrase the data/conclusions
- \* Avoid plagiarism
- \* Follow standard format for citation

**Key Vocabulary**

Sources, Search Terms, Credibility, Quote/Paraphrase, Plagiarism, Citation

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Using the school and local libraries, students research a topic of their choosing, writing a research report in the MLA handbook format. Students evaluate sources and cite the proper information in a correctly formatted Works Cited.
- Citation on science in the news.
- Quoting to cite evidence for other assignments.

**1.4 Writing-- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

**DOMAIN:** *Range of Writing*

**STANDARD:** C.C.1.4.6.X - 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.

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

**Key Vocabulary**

\*Write routinely over extended time frames and short time frames

Purpose, Audience, Time-frames

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Writing Journals
- Various small, short-term reflections
- Paragraph summaries

**1.5 –Speaking and Listening- Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

**DOMAIN:** *Speaking and Listening/Credibility, Reliability, and Validity of Sources*

**STANDARD:** CC.1.5.6.A - Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Anchor Descriptor:**  
**Eligible Content:**  
No Eligible Content

| <b>Key Concepts</b>  | <b>Key Vocabulary</b>                                      |
|--|--|
| *Initiate and participate (collaborative) discussions<br>* Building (on other’s) ideas<br>* Express (own) ideas (clearly and persuasively) | collaborative v. cooperative grouping, rules of engagement |

**Competencies**  
*Describe what students should be able to do (key skills) as a result of this instruction*

- The ability to collaborate, discuss, and effectively express one’s ideas is important and necessary in both professional and academic careers.
- Group discussion on various questions, topics, texts, and issues in which all members express their ideas and collaborate for a common answer.

**1.5 Speaking and Listening- Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

**DOMAIN:** *Speaking and Listening/ Comprehension and Collaboration/ Evaluating Information*

**STANDARD:** **CC.1.5.6.B - 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.**

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

- \*Integrate (multiple) sources (of information)
- \*Evaluate credibility & accuracy (of each source)

**Key Vocabulary**

validity  
reliability (Cross-checking)

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- The ability to analyze and evaluate the purpose of particular media formats allows professionals and academics alike to discover the strengths and weaknesses in different forms of presentation and media.
- Discuss analyze film, propaganda, commercials.
- Create a Design-An-Ad for the local newspaper.
- Write about various media.
- Respond to book talks/presentations by classmates.

**1.5 Speaking and Listening- Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

**DOMAIN:** *Speaking and Listening/ Comprehension and Collaboration/ Critical Listening*

**STANDARD:** CC.1.5.6.C - Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

**Key Vocabulary**

\*Evaluate (a speaker’s) perspective, reasoning, and use of evidence, and rhetoric  
\*Identify (fallacious) reasoning and (exaggerated or distorted) evidence

perspective  
rhetoric  
fallacious  
distortion

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Critical listening is necessary for both professional and academics in that all individuals must be able to listen and effectively evaluate the discussion or argument in order to contribute.
- Listen to argument within class, and engage in class discussion and debate.
- Evaluate the speech of classmates during presentations.

**1.5 Speaking and Listening- Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

**DOMAIN:** *Speaking and Listening/ Presentation of Knowledge and Ideas: Purpose, Audience, and Task*

**STANDARD:** **CC.1.5.6.D - 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.**

**Anchor Descriptor:**

**Eligible Content:**

NO Eligible Content

**Key Concepts**

\*Present information, findings and supportive evidence (clearly and concisely),  
\*Ensure presentation (is appropriate to purpose, audience, and task).

**Key Vocabulary**

Concise, logic, reasoning, purpose, audience,  
task

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- The ability to speak in front of one's peers is necessary in most careers.
- Book Talks and presentations in which students are evaluated for their speaking performance
- Any other presentations

**1.5 Speaking and Listening- Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

**DOMAIN:** *Speaking and Listening/ Presentation of Knowledge and Ideas: Context*

**STANDARD:** CC.1.5.6.E - Adapt speech to a variety of contexts and tasks.

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

**Key Vocabulary**

\*Adapt speech (to a variety of contexts and texts)

context

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- The ability to speak in front of one's peers is necessary in most careers.
- Talk to peers during group projects, think/pair/share moments, and other times. Discussion with the teacher.
- Discuss the difference between talking to a friend at lunch and talking in front of the classroom during a book presentation.



**1.5 Speaking and Listening- Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

**DOMAIN:** *Speaking and Listening/ Integration of Knowledge and Ideas Multimedia*

**STANDARD:** CC.1.5.6.F - **Include multimedia components and visual displays in presentations to clarify information.**

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

\*Make (strategic) use of digital media,  
\*Add interest ,  
\*Enhance understanding (of finding reasoning evidence)

**Key Vocabulary**

digital media, reasoning , evidence

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- The use of multimedia often adds interest, clarifies, information, or can strengthen a presentation in the academic and professional world.
- Students create posters, power points, pictures, videos, and other various multimedia to support their presentations to the class about a variety of topics.
- Media used for making a presentation.

**1.5 Speaking and Listening- Students present appropriately informal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**

**DOMAIN:** *Speaking and Listening/ Conventions of Standard English*

**STANDARD:** CC.1.5.6.G - Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.

**Anchor Descriptor:**

**Eligible Content:**

No Eligible Content

**Key Concepts**

**Key Vocabulary**

\*Demonstrate command (of the conventions of standard English when speaking)

Conventions, Standard English

**Competencies**

*Describe what students should be able to do (key skills) as a result of this instruction*

- Being able to speak with correct English conventions during an interview could be the difference between being hired or having one's resume shoved to the bottom of the stack.
- Speak in proper English when answering questions, making presentations, and whenever corrected by instructor.
- Write in proper English too.