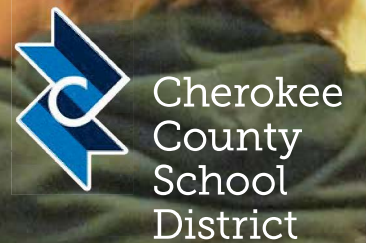
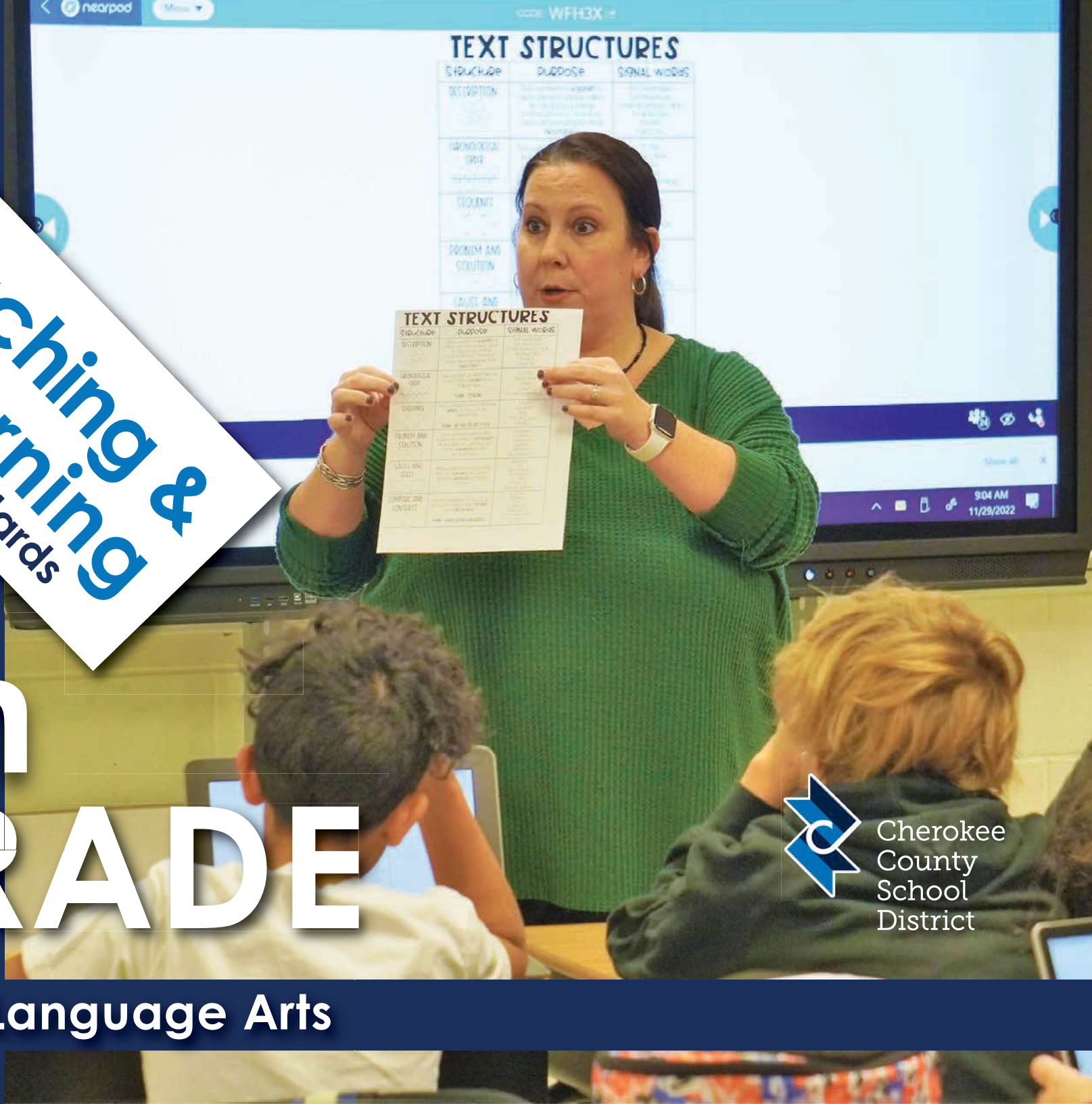


Teaching & Learning Standards

6th GRADE

English Language Arts



6th Grade

English Language Arts



Year Long English Language Arts Standards:

Reading Literary

RL10 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

RI10: 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.

Writing

W10: 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

Semester 1 (August – December)

Unit 1 – Cite Evidence/Literary Analysis (7 Weeks)

Overarching Standards for Unit 1

Reading Literary

- RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL2:** Determine a theme and/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.
- RL5:** 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.

Writing

- W3a:** 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.
- W3b:** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W9a:** 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”).

Supporting Standards for Unit 1

Reading Literary

- RL3:** 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 towards a resolution.
- RL4:** 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
- RL7:** 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.

Writing

- W3c:** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W3d:** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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W3e: Provide a conclusion that follows from the narrated experiences or events.

W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W8: 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.

Language

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L4a: 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.

L4d: 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).

L5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Unit 2 – Argumentative/Informational (5 Weeks)

Overarching Standards for Unit 2

Reading Informational

- RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- RI8:** 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.

Writing

- W1a:** Introduce claim(s) and organize the reasons and evidence clearly.
- W1b:** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Language

- L1e:** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L3a:** Vary sentence patterns for meaning, reader/listener interest, and style.
- L3b:** Use intensive pronouns.

Speaking and Listening

- SL1a:** 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.

Supporting Standards for Unit 2

Reading Literary

- RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- RI4:** Determine the meaning of words and phrases as they are used on a text, including figurative, connotative, and technical meanings.

Writing

- W1c:** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W1d:** Establish and maintain a formal style.
- W1e:** Provide a concluding statement or section that follows from the argument presented.
- W6:** Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.
- W7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W8:** 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.

Language

- L1a:** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L1b:** Use intensive pronouns (e.g., myself, ourselves).
- L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L4a:** 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.
- L5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Speaking and Listening

- SL1b:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL1c:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL1d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL3:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Unit 3 – Informational/Explanatory (6 Weeks)

Overarching Standards for Unit 3

Reading Informational

- RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI2:** 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.

Writing

- W2a:** 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.
- W2b:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W9b:** 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”).

Speaking and Listening

- SL4:** 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.

Supporting Standards for Unit 3

Reading Informational

- RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- RI5:** 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.
- RI7:** 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.

Writing

- W2c:** Use appropriate transitions to clarify the relationships among ideas and concepts.
- W2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

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W2e: Establish and maintain a formal style.

W2f: Provide a concluding statement or section that follows from the information or explanation presented.

W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W8: 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.

Language

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Speaking and Listening

SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Semester 2 (January – May)

Unit 4 – Narrative (7 Weeks)

Overarching Standards for Unit 4

Reading Literary

- RL2:** Determine a theme and/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.
- RL6:** Explain how an author develops the point of view of the narrator or speaker in a text.

Writing

- W3a:** 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.
- W3b:** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Language

- L1c:** Recognize and correct inappropriate shifts in pronoun number and person.
- L1d:** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L5a:** Interpret figures of speech (e.g., personification) in context.

Supporting Standards for Unit 4

Reading Literary

- RL3:** 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 towards a resolution.

Writing

- W3c:** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W3d:** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W3e:** Provide a conclusion that follows from the narrated experiences or events.

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Language

- L1a:** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L1b:** Use intensive pronouns (e.g., myself, ourselves).
- L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L4:** 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.
- L5b:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L5c:** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Speaking and Listening

- SL1d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Unit 5 – Compare/Contrast (7 Weeks)

Overarching Standards for Unit 5

Reading Literary

- RL2:** Determine a theme and/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.
- RL9:** 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

Reading Informational

- RI2:** 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.
- RI9:** 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).

Writing

- W9a:** 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”).

Supporting Standards for Unit 5

Reading Literary

- RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL7:** 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.

Reading Informational

- RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- W7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W8:** 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.

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Language

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking and Listening

SL2: 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.

Unit 6 – Culminating/Remediation/Enrichment (4 Weeks)

Overarching Standards for Unit 5

Reading Literary

RL10: 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

RI10: 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.

Writing

W10: 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.

Language

L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Supporting Standards for Unit 6

Reading Informational

RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Writing

W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Language

L2b: Spell correctly.

L4a: 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.

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- L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- L4c:** 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.
- L5b:** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.