

Sixth Grade Reading and Writing Units of Instruction 2024-2025



BCS Core Values for Literacy Instruction

Core Action 1: Align each task on high-quality text(s)

- A majority of the class time is spent reading, writing, or discussing text(s).
- The anchor text(s) are at or above the complexity level expected for the grade-level

Core Action 2: Align questioning and tasks with grade level expectations

- Are the majority of the questions and tasks text-dependent and/or text-specific, requiring students to read closely and/or go back to the text?
- Does the task give students an opportunity to engage with grade-level standard(s) to the depth and rigor intended?

Core Action 3: Provide all students with authentic opportunities to engage in the work of the lesson.

- Do the students do the majority of the reading, writing, thinking, and discussing?
- Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?

SAT a Glance Units of Study and Pacing for 24-25 school year.

**Prioritized Standards are in black ink; supporting standards are bulleted under the Literacy Strand they support*

UNIT 1: Foundations of Argumentation-9 weeks	UNIT 2: Informational 9 weeks	UNIT 3: Narrative 9 weeks	UNIT 4: Argumentative 9 weeks
<p><u>Reading Literature</u> Key Ideas and Details: RL.6.1 ● RL.6.3 Craft and Structure: ● RL.6.6</p> <p><u>Reading Informational</u> Key Ideas and Details: RI.6.1 Craft and Structure: ● RI.6.4 ● RI.6.6 Integration of Knowledge: RI.6.8</p> <p><u>Composition</u> Text Types and Purposes: C.6.1</p> <p><u>Language</u> Conventions of Standard English: ● L.6.1 ● L.6.2</p>	<p><u>Reading Informational</u> Key Ideas and Details: RI.6.2 ● RI.6.3 Craft and Structure: RI.6.4 ● RI.6.5 Integration of Knowledge: RI. 6.9 ● RI.6.9</p> <p><u>Composition</u> Text Types and Purposes: C.6.2 Production and Distribution: ● C.6.4</p> <p><u>Language</u> Vocabulary Acquisition & Use: ● L.6.4</p>	<p><u>Reading Literature</u> Key Ideas and Details: RL.6.1 RL.6.2 RL.6.4 ● RL.6.5 Craft and Structure: RL.6.4 Integration of Knowledge: ● RL.6.7 ● RL.6.9 Reading Range/ Text Complexity Level: ● RI.6.10</p> <p><u>Composition</u> Text Types and Purposes: C.6.2 ● C.6.3</p> <p><u>Language</u> Conventions of Standard English: ● L.6.2 Vocabulary Acquisition & Use: ● L.6.5</p>	<p><u>Reading Informational</u> Key Ideas and Details: RI.6.1 ● RI.6.3 Craft and Structure: Integration of Knowledge: RI.6.8 ● RI.6.7 RI.6.9 Reading Range/ Text Complexity Level: ● RI.6.10</p> <p><u>Composition</u> Text Types and Purposes: C.6.1 Research to Build & Present Knowledge: ● C.6.5 ● C.6.6 Range of Writing: ● C.6.7</p> <p><u>Language</u> Conventions of Standard English: ● L.6.1 Knowledge of Language ● L.6.3</p>

Grade 6 Reading and Writing



Priority Standards and Instructional Unit 1

6th Grade Reading and Writing Prioritized Standards for 24-25

Unit 1: Foundations of Argumentation

**** This unit is designed to build the foundational skills necessary for students to demonstrate solid argumentation skills when reading, composing, and discussing argumentative text. Compositions in this unit will be shorter (e.g., open-responses, brief essays), as the lengthier, more developed writing piece will be composed in Quarter 4.**

**** Priority standards will be *summatively assessed* throughout Quarter 1. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

Reading Literature Texts

Key Ideas and Details

RL.5.1	RL.6.1	RL.7.1	Priority Standard
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CITE TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text .	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	
RL.5.3	RL.6.3	RL.7.3	Supporting Standard
Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their	<i>Describe how a particular STORY'S OR DRAMA'S PLOT unfolds in a series of episodes</i> and determine how the	Analyze how particular elements of a story or drama influence one another.	

interaction over the course of the text.	characters respond or change <i>as the plot moves toward a RESOLUTION.</i>		
Craft and Structure			
RL.5.6	RL.6.6	RL.7.6	Supporting Standard
Describe how a narrator's or speaker's perspective influences how events are described.	Explain how an author develops <i>the PERSPECTIVE of the narrator or speaker</i> in a text.	Analyze how an author develops and contrasts the perspectives of different characters or narrators in a text.	
Reading Informational Texts			
Key Ideas and Details			
RI.5.1	RI. 6.1	RI.7.1	Priority Standard
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CITE TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Craft and Structure			
RI.5.4	RI.6.4	RI.7.4	Supporting Standard

Determine the meaning of general academic and domain specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	<i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific WORD CHOICE on meaning and TONE.</i>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone.	
RI.5.6	RI.6.6	RI.7.6	Supporting Standard
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	<i>Determine an author's PERSPECTIVE and PURPOSE in a text and explain how it is conveyed in a text.</i>	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	
Integration of Knowledge and Ideas			
RI 5.8	RI.6.8	RI 7.8	Priority Standard
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	<i>Identify and evaluate the ARGUMENT and specific CLAIMS in a text, distinguishing CLAIMS that are supported by REASONS and EVIDENCE from unsupported CLAIMS.</i>	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	

Composition

Text Types and Purposes

C 5.1	C.6.1	C 7.1	Priority Standard
<p>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen</p>	<p>Compose ARGUMENTS to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and <i>demonstrating an understanding of the topic or text.</i></p> <p>d. <i>Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</i></p> <p>e. Establish and maintain a task appropriate writing</p>	<p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that</p>	

writing as needed by planning, revising, editing, rewriting or trying a new approach.	style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	supports the argument presented. g. With some guidance, 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.	
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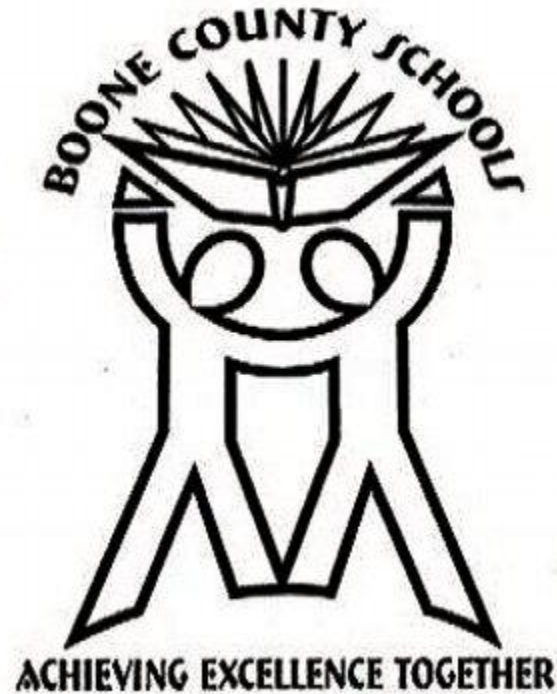
Language

CONVENTIONS OF STANDARD ENGLISH

L.5.1	L.6.1	L.7.1	Supporting Standard
When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of conjunctions, prepositions, and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions.	In both written and oral expression: <i>a. Recognize vague pronouns and correct pronoun errors, including but not limited to SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS.</i> <i>b. Recognize and correct inappropriate shifts in PRONOUN number and person.</i> <i>c. Recognize VARIATIONS FROM STANDARD ENGLISH and implement strategies to improve expression in</i>	In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound complex sentences to signal differing relationships among ideas.	

<p>d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p>	<p><i>conventional language.</i></p>		<p>Supporting Standard</p>
<p>L 5.2</p>	<p>L.6.2</p>	<p>L 7.2</p>	<p>Supporting Standard</p>
<p>When writing:</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.</p> <p>d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.</p>	<p>When writing:</p> <p>a. <i>Demonstrate appropriate use of PUNCTUATION (COMMAS, PARENTHESES, DASHES) TO SET OFF NONRESTRICTIVE/ PARENTHETICAL ELEMENTS.</i></p> <p>b. <i>Demonstrate appropriate use of strategies to identify and correct spelling errors.</i></p>	<p>When writing:</p> <p>a. Demonstrate appropriate use of a comma to separate coordinate adjectives.</p> <p>b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p>	

Grade 6 Reading and Writing



Priority Standards and Instructional Unit 2

6th Grade Reading and Writing Prioritized Standards for 24-25

Unit 2: Informational

**** Priority standards will be *summatively assessed* throughout Quarter 2. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Reading Informational Texts

Key Ideas and Details

RI.5.2	RI.6.2	RI.7.2	Priority Standard
Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence to support thinking.	Analyze how the CENTRAL IDEAS are reflected in the text <i>by citing particular details and/or providing an objective summary.</i>	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	
RI.5.3	RI.6.3	RI.7.3	Supporting Standard
Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information over the course of a text.	Analyze in detail how an author develops a KEY INDIVIDUAL, EVENT, OR IDEA <i>over the course of a text.</i>	Analyze the interactions between individuals, events and ideas over the course of a text.	

Craft and Structure

RI.5.4	RI.6.4	RI.7.4
Determine the meaning of general academic and domain specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	<i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific WORD CHOICE on meaning and TONE.</i>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone.

Priority Standard

RI.5.5	RI.6.5	RI.7.5
Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	Analyze how a particular sentence, paragraph, chapter or section fits into <i>the overall structure of a text</i> and contributes to the development of the IDEAS.	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.

Supporting Standard

Integration of Knowledge and Ideas

RI.5.9	RI.6.9	RI 7.9
Integrate information from	Compare/contrast how TWO	Analyze how two or more

Priority Standard

several texts on the same theme or topic.	OR MORE AUTHORS <i>present</i> SIMILAR EVENTS	authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	
RL.5.9	RL.6.9	RL.7.9	Supporting Standard
Compare/contrast stories in the same genre on their approaches to similar themes and topics.	Compare/contrast how VARIOUS FORMS OR GENRES OF TEXTS <i>approach a</i> SIMILAR THEME OR TOPIC.	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	
Composition			
Text Types and Purposes			
C.5.2	C.6.2	C.7.2	
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. (NOTE: Students must have the opportunity throughout the year to utilize digital	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization, and style are	

<p>b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p><i>b. Introduce a topic; previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</i></p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p><i>d. Use appropriate TRANSITIONS to clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding</p>	<p>appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach,</p>	
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	<p>statement or section <i>that follows from the information or explanation presented.</i></p> <p>h. With some guidance, 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.</p>	focusing on how well purpose and audience have been addressed.	
Production and Distribution			
C.5.4	C.6.4	C.7.4	Supporting Standard
With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	Use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	
Language			
VOCABULARY ACQUISITION AND USE			

L.5.4	L.6.4	L.7.4	Supporting Standard
<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition and other logical relationships.</p>	<p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</i> based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.</p> <p>c. <i>Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Grade 6 Reading and Writing



Priority Standards and Instructional Unit 3

6th Grade Reading and Writing Prioritized Standards for 24-25

Unit 3: Narrative

**** Priority standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Reading Literature Texts

Key Ideas and Details

RL 5.1	RL.6.1	RL.7.1	Priority Standard
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CITE TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.5.2	RL.6.2	RL.7.2	Priority Standard
Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the THEME is reflected in the text by <i>citing particular details and/or providing an objective summary.</i>	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing, or summarizing	

Craft and Structure

RL.5.4	RL.6.4	RL.7.4
Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	<i>Determine the meaning of words and phrases</i> as they are used in a text, including figurative, connotative meanings; analyze the impact of a specific WORD CHOICE on meaning and TONE.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.

Priority Standard

RL.5.5	RL.6.5	RL.7.5
Analyze and explain the overall structure of poems, stories and dramas in two or more texts including but not limited to linear, nonlinear, and circular structures	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the THEME, SETTING OR PLOT.	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.

Supporting Standard

Integration of Knowledge and Ideas

RL 5.7	RL.6.7	RL 7.7
Analyze how visual and multimedia elements contribute to the meaning or	Compare/contrast reading a PRINT TEXT and viewing its VISUAL/ORAL	Compare/contrast reading a print text and viewing its visual/oral presentation,

Supporting Standard

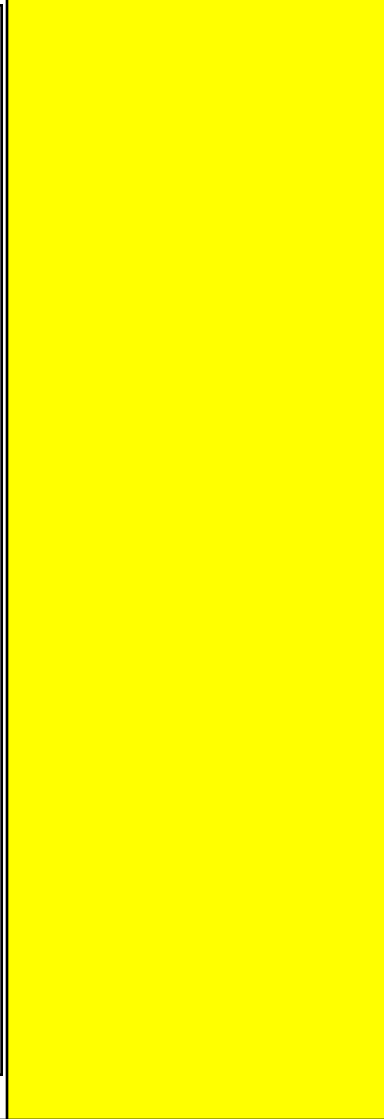
tone of non print texts.	PRESENTATION..	analyzing the effects of techniques unique to each medium.	
RL.5.9	RL.6.9	RL.7.9	Supporting Standard
Compare/contrast stories in the same genre on their approaches to similar themes and topics.	Compare/contrast how VARIOUS FORMS OR GENRES OF TEXTS approach a SIMILAR THEME OR TOPIC	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	
Reading Range/ Text Complexity Level			
RI.5.10	RI.6.10	RI.7.10	Supporting Standard
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level appropriate, complex informational texts independently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE_LEVEL APPROPRIATE. COMPLEX INFORMATIONAL TEXTS independently and	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	

proficiently.

Composition

Text Types and Purposes

C.5.2	C.6.2	C.7.2	Priority Standard
<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly</p> <p>) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text</p>	<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic; previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification,</p>	<p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and</p>	

<p>structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p><i>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</i></p> <p><i>d. Use appropriate TRANSITIONS to clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>h. With some guidance, 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.</p>	<p>examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, 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.</p>	
C.5.3	C.6.3	C.7.3	

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear or circular structure.
- c. . Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.

Compose NARRATIVES to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.

- a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*
- b. **Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**
- c. **Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.**
- d. *Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.*
- e. *Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.*
- f. **Provide a conclusion that**

Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well structured event sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage 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.
- c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
- d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words, relevant descriptive details and sensory

<p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>follows from the narrated experiences or events.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach</p>	<p>language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	
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Language

CONVENTIONS OF STANDARD ENGLISH

<p>L 5.2</p>	<p>L.6.2</p>	<p>L 7.2</p>	<p>Supporting Standard</p>
<p>When writing:</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.</p> <p>d. Use underlining, quotation</p>	<p>When writing:</p> <p><i>a. Demonstrate appropriate use of PUNCTUATION (COMMAS, PARENTHESES, DASHES) TO SET OFF NONRESTRICTIVE/ PARENTHETICAL ELEMENTS.</i></p> <p><i>b. Demonstrate appropriate use of strategies to identify and correct spelling errors.</i></p>	<p>When writing:</p> <p>a. Demonstrate appropriate use of a comma to separate coordinate adjectives.</p> <p>b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p>	

marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.

VOCABULARY ACQUISITION AND USE

L.5.6	L.6.5	L.7.5
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret FIGURATIVE LANGUAGE, including but not limited to PERSONIFICATION, in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the CONNOTATIONS OF WORDS WITH SIMILAR DENOTATIONS.</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including but not limited to allusions, in context.</p> <p>b. Use the relationship between particular words to improve understanding.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p>

Supporting Standard

Grade 6 Reading and Writing



Priority Standards and Instructional Unit 4

6th Grade Reading and Writing Prioritized Standards for 24-25

Unit 4: Argumentative

**** Priority standards will be *summatively assessed* throughout Quarter 4. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Reading Literature Texts

Reading Range/ Text Complexity Level

			Supporting Standard
RL.5.10	RL.6.10	RL 7.10	
<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level appropriate, complex literary texts independently.</p>	<p>By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE_LEVEL APPROPRIATE. COMPLEX LITERARY TEXTS independently and proficiently.</p>	<p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	

Reading Informational Texts			
Key Ideas and Details			
RI.5.1	RI. 6.1	RI.7.1	Priority Standard
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CITE TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.5.3	RI.6.3	RI.7.3	Supporting Standard
Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information over the course of a text.	Analyze in detail how an author develops a KEY INDIVIDUAL, EVENT, OR IDEA <i>over the course of a text.</i>	Analyze the interactions between individuals, events and ideas over the course of a text.	
Integration of Knowledge and Ideas			
RI.5.7	RI.6.7	RI.7.7	Supporting Standard
Analyze information from	Integrate information	Compare/contrast a print to a	

multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	presented in PRINT AND NON-PRINT FORMATS to develop a coherent understanding of a <i>topic or issue.</i>	nonprint version of a text, analyzing each media's portrayal of the subject and its impact on the audience.	
RI 5.8	RI.6.8	RI 7.8	Priority Standard
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	<i>Identify and evaluate the ARGUMENT and specific CLAIMS in a text, distinguishing CLAIMS that are supported by REASONS and EVIDENCE from unsupported CLAIMS.</i>	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
RI.5.9	RI.6.9	RI 7.9	Priority Standard
Integrate information from several texts on the same theme or topic.	Compare/contrast how TWO OR MORE AUTHORS <i>present</i> SIMILAR EVENTS	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	

Reading Range/ Text Complexity Level			Supporting Standard
RL.5.10	RL.6.10	RL 7.10	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level appropriate, complex literary texts independently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE_LEVEL APPROPRIATE. COMPLEX LITERARY TEXTS independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	
Composition			
Text Types and Purposes			Priority Standard
C 5.1	C.6.1	C 7.1	
Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.	Compose ARGUMENTS to support claims with clear reasons and relevant evidence. a. Produce clear and coherent	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the	

<p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>writing in which the development, organization and style <i>are appropriate to task, purpose and audience.</i></p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and <i>demonstrating an understanding of the topic or text.</i></p> <p>d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, 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.</p>	
Research to Build & Present Knowledge			

			Supporting Standard
C.5.5	C.6.5	C.7.5	
Conduct short research projects to answer a question, drawing on several sources	Conduct short RESEARCH projects to answer a question, <i>drawing on several sources</i> and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self generated question), drawing on several sources and generating new avenues for inquiry.	
			Supporting Standard
C.5.6	C.6.6	C.7.6	
Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work, and provide a list of sources.	<i>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, QUOTE OR PARAPHRASE DATA AND CONCLUSIONS OF OTHERS, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.</i>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	
Range of Writing			
C.5.7	C.6.7	C.7.7	Supporting Standard
Compose routinely over extended time frames and	Compose routinely over extended time frames and	Compose routinely over extended time frames and	

shorter time frames for a variety of tasks, purposes and audiences	shorter time frames for a variety of tasks, purposes and audiences.	shorter time frames for a variety of tasks, purposes and audiences	
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Language

CONVENTIONS OF STANDARD ENGLISH

L.5.1	L.6.1	L.7.1	Supporting Standard
<p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in a grade-level text.</p> <p>b. Use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p>	<p>In both written and oral expression:</p> <p><i>a. Recognize vague pronouns and correct pronoun errors, including but not limited to SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS.</i></p> <p><i>b. Recognize and correct inappropriate shifts in PRONOUN number and person.</i></p> <p><i>c. Recognize VARIATIONS FROM STANDARD ENGLISH and implement strategies to improve expression in conventional language.</i></p>	<p>In both written and oral expression:</p> <p>a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound complex sentences to signal differing relationships among ideas.</p>	

KNOWLEDGE OF LANGUAGE			Supporting Standard
L.5.3	L.6.3	L.7.3	
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
Interdisciplinary Literacy Practices			
<p><i>The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.</i></p>			
1	<i>Recognize that text is anything that communicates a message.</i>		
2	<i>Employ, develop, and refine schema to understand and create text.</i>		
3	<i>View literacy experiences as transactional, interdisciplinary, and transformational.</i>		
4	<i>Utilize receptive and expressive language arts to better understand self, others and the world.</i>		
5	<i>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</i>		

6	<i>Collaborate with others to create new meaning.</i>
7	<i>Utilize digital resources to learn and share with others.</i>
8	<i>Engage in specialized, discipline-specific literacy practices.</i>
9	<i>Apply high-level cognitive processes to think deeply and critically about text.</i>
10	<i>Develop a literacy identity that promotes lifelong learning.</i>