

## Grade Six ELA / Reading: Literature

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></li> <li><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></li> <li><i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i></li> </ol>		
<b>Strand</b> <i>Reading: Literature</i>		
<b>Topic</b> <i>Key Ideas and Details</i>	<b>Pacing</b>	
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><i>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can define textual evidence (“word for word” support).</li> <li>I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that…”).</li> <li>I can read closely and find answers explicitly in text (right there answers) and answers that require an inference.</li> <li>I can analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.</li> </ul> </li> <li><i>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can define theme (a central idea or lesson about life the author is revealing).</li> <li>I can determine the theme based on the elements of the plot or details of text (such as characters’ actions or setting and tone).</li> <li>I can define summary (a shortened version of the text that states its key points).</li> <li>I can compose a summary stating the key points of the text without adding my own opinions, feelings, or judgments.</li> </ul> </li> </ol>	<b>Content Elaborations</b> <p>The focus of this topic, Key Ideas and Details, is the understanding of the key elements of literary analysis. The use of specific evidence from text to enhance comprehension of these elements is crucial. The analysis of text, or separating text into parts for individual study, helps students in identifying key ideas and details of text. In the sixth grade, students should begin to deepen their understanding of the difference between explicit (clearly expressed or defined) text evidence as opposed to an inference (a conclusion arrived at from logical reasoning) used as text evidence. Students will understand the key elements of literary analysis and use these tools to support their understandings with specific details from the text.</p> <p>In the next grade band, students are expected to be able to analyze and evaluate textual evidence in terms of quality, understand that the theme of a text is influenced by literary elements, and understand that the author conveys his or her message through characters.</p>	

<p><b>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can define and identify the elements of plot structure (exposition, rising action, climax, falling action, and resolution).</li> <li>• I can explain how plot is developed by episodes experienced by the characters.</li> <li>• I can explain how characters change (dynamic) and others stay the same (static) as the plot moves toward a resolution.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• theme or central idea</li> <li>• characterization</li> <li>• summary</li> <li>• opinion</li> <li>• judgment</li> <li>• plot structure</li> <li>• climax</li> <li>• falling action</li> <li>• exposition</li> <li>• rising action</li> <li>• resolution</li> <li>• episodes</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• textual evidence</li> <li>• analyze</li> <li>• inference</li> <li>• explicit</li> <li>• cite</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> <li>• CFA</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• OAA</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Strategic Balanced Literacy Framework (SBLF)</li> <li>• Reading A to Z</li> <li>• Raz Kids</li> <li>• ReadWorks.org</li> <li>• ReadWriteThink.org</li> </ul>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p>

## Grade Six ELA / Reading: Literature

<b>Anchor Standard</b> <b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b> <b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b> <b>6. Assess how point of view or purpose shapes the content and style of a text.</b>		
<b>Strand</b>	<b>Reading: Literature</b>	
<b>Topic</b>	<b>Craft and Structure</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can define literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).</li> <li>I can define and identify various forms of figurative language. <ul style="list-style-type: none"> <li>Simile</li> <li>Metaphor</li> <li>Hyperbole</li> <li>Personification</li> <li>Alliteration</li> <li>Onomatopoeia</li> </ul> </li> <li>I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).</li> <li>I can analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader.</li> </ul> <b>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</b> <b>Learning Targets:</b>		<b>Content Elaborations</b> <p>The focus of this topic, Craft and Structure, is the understanding that readers create meaning by identifying and understanding author's craft. Emphasis also should be placed on the analysis of text to determine why the author's words were chosen, the effect that the words have on the reader, and how the author's tone is reflected in word choice. For this topic, students need an understanding of the words figurative, connotative, and tone. From grade 5, students should be familiar with figurative language, language enriched by word images, and figures of speech. Students also should be familiar with the definition of a word's connotative meaning (feelings associated with words) and tone (the author's attitude toward his or her subject).</p> <p>While authors choose words carefully to convey the intended message and assist readers in making meaning, readers recognize how text structure contributes to the development of literary elements. A structure is the way in which the literary elements are put together. Students should know that the structure of text changes according to the needs of the story. As well as the analysis of how language fits into the structure of a text and contributes to the ideas of the text, determining point of view and explaining how an author uses point of view to his or her advantage also are important understandings for students.</p> <p>If a story is told from the narrator's point of view, it is usually told in first person. When using first-person point of view, the author will make use of first-person nouns and pronouns. In poetry, the speaker of the poem is usually, but not always, speaking for him or herself. In this case, personal</p>

<ul style="list-style-type: none"> <li>• I can cite textual evidence (“word for word” support) that supports the analysis of the theme, setting, or plot development.</li> <li>• I can analyze text and determine the author’s purpose for including a particular sentence, chapter, scene, or stanza.</li> <li>• I can recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and its meaning.</li> </ul> <p><b>6. Explain how an author develops the point of view of the narrator or speaker in a text.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify the point of view of a text as:             <ul style="list-style-type: none"> <li>◦ First person (the narrator is the story teller, “I” or “me”)</li> <li>◦ Second person (narrator speaks directly to reader; “you”)</li> <li>◦ Third person (narrator tells about others; “he/she/it”)</li> <li>◦ Third person limited (narrator tells about others but knows the thoughts of one character)</li> <li>◦ Third person omniscient (narrator tells the story about others and knows the thoughts of all characters)</li> </ul> </li> <li>• I can analyze how an author develops the narrator’s point of view by revealing thoughts, feelings, actions, and spoken words.</li> </ul>	<p>feelings and thoughts are revealed in first person.</p> <p>In the next grade band, students are expected to understand the impact of an author’s use of language on text. Students will determine how text structure helps to develop and refine key concepts as well as analyze and defend an author’s point of view.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• figurative</li> <li>• literal</li> <li>• simile</li> <li>• metaphor</li> <li>• hyperbole</li> <li>• personification</li> <li>• alliteration</li> <li>• onomatopoeia</li> <li>• connotative</li> <li>• denotative</li> <li>• meaning</li> <li>• tone</li> <li>• scene</li> <li>• stanza</li> <li>• theme</li> <li>• setting</li> <li>• plot</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• cite</li> <li>• analyze</li> <li>• determine</li> </ul>

<ul style="list-style-type: none"> <li>• mood</li> <li>• point of view</li> <li>• first person</li> <li>• second person</li> <li>• third person</li> <li>• third person limited</li> <li>• third person omniscient</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> <li>• CFA</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• OAA</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Strategic Balanced Literacy Framework (SBLF)</li> <li>• Reading A to Z</li> <li>• Raz Kids</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Reading: Literature

<b>Anchor Standard</b> <b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b> <b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b> <b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>	
<b>Strand</b> <i>Reading: Literature</i>	
<b>Topic</b> <i>Integration of Knowledge and Ideas</i>	<b>Pacing</b>
<b>Standard Statement</b>  <b>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can describe the mental images I create while reading (what I would experience with my senses).</li> <li>I can compare and contrast created mental images with images presented in a media version of the same text.</li> </ul> <b>8. (Not applicable to literature)</b>  <b>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction, mystery).</li> <li>I can compare and contrast how two forms or genres of text can explore the same theme or topic.</li> </ul>	<b>Content Elaborations</b>  The focus of this topic, Integration of Knowledge and Ideas, is knowing and understanding the similarities and differences between listening to and viewing text as opposed to reading text. Students must be able to recognize an author’s treatment of themes and topics as well as how authors vary their treatments of themes and topics based on the genre of literature. For example, students must be able to state why a particular theme or topic is conveyed better in a narrative as opposed to a poem.  In the next grade band, students are expected to be able to analyze a topic or subject in two different mediums as well as analyze how an author transforms material in a specific work (e.g., the Bible or a play by Shakespeare).
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>genres</li> <li>theme</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>compare</li> <li>contrast</li> <li>perceive</li> </ul>

	<ul style="list-style-type: none"> <li>media</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>DRA</li> <li>MAP</li> <li>CFA</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>OAA</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>Strategic Balanced Literacy Framework (SBLF)</li> <li>Reading A to Z</li> <li>Raz Kids</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Reading: Literature

<b>Anchor Standard</b> <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>		
<b>Strand</b>	<b>Reading: Literature</b>	
<b>Topic</b>	<b>Range of Reading and Level of Text Complexity</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>10. 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.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can closely read complex grade level texts to find information and clarify ideas.</li> <li>I can use a variety of reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, reread) to help me understand complex text.</li> </ul>		<b>Content Elaborations</b>  <p>The Common Core states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together.</p> <ol style="list-style-type: none"> <li>Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality, and clarity and knowledge demands)</li> <li>Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software)</li> <li>Reader and task considerations (motivation, knowledge, experiences, purpose, and complexity of task assigned). The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</li> </ol> <p>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious,</p>



	<p>capable, and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies as well as become familiar with various text structures and elements.</p> <p>In the next grade band (by the end of grade 9), students are expected to read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• inference</li> <li>• visualize</li> <li>• complex text</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• comprehend</li> <li>• complexity</li> <li>• proficiently</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> <li>• CFA</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• OAA</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Strategic Balanced Literacy Framework (SBLF)</li> <li>• Reading A to Z</li> <li>• Raz Kids</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Reading: Informational Text

Anchor Standard		
<div>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</div> <div>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</div> <div>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</div>		
Strand	Reading: Informational Text	
Topic	Key Ideas and Details	Pacing
Standard Statement		Content Elaborations
<div>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</div> <div>Learning Targets:</div> <div><div>I can define textual evidence (“word for word” support).</div><div>I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that…”).</div><div>I can read closely and find answers explicitly in text (right there answers) and answers that require an inference.</div><div>I can analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions.</div></div> <div>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</div> <div>Learning Targets:</div> <div><div>I can define central idea (main idea).</div><div>I can analyze a text and determine how an author’s use of details conveys (makes known) the central idea.</div><div>I can define summary (a shortened version of the text that states its key points).</div><div>I can compose a summary stating the key points of the text without adding my own opinions, feelings, or judgments.</div></div> <div>3. Analyze in detail how a key individual, event, or idea is introduced,</div>		<div>The focus of this topic, Key Ideas and Details, is the analysis of text. Analysis of informational text is important in that it helps the reader determine the message of the passage. When readers analyze (separate text into parts for individual study) informational text, they identify the central idea of a passage, which is expressed or implied in a word or sentence. Along with identifying the central idea of a text, the reader also should identify the claims or evidence/facts the author uses to convince the reader to think or behave as suggested. Providing evidence from the text to support analysis of what the text says is crucial. Textual evidence may be stated explicitly (fully or clearly expressed) as well as implicitly (assumed but not directly expressed). The author’s use of details, vocabulary/word choice, and point of view provides textual evidence in helping the reader determine the message of the passage.</div> <div>In the next grade band, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text.</div>

<p><b><i>illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can distinguish which individual(s), event(s), and/or idea(s) are key (must be included).</li> <li>• I can explain and analyze how an author's use of examples and/or anecdotes (short stories) informs the reader about individual(s), event(s), and/or idea(s).</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• textual evidence</li> <li>• inference</li> <li>• central idea</li> <li>• summary</li> <li>• opinion</li> <li>• anecdote</li> <li>• individual</li> <li>• event</li> <li>• idea</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• cite</li> <li>• evidence</li> <li>• analysis</li> <li>• explicitly</li> <li>• inferences</li> <li>• determine</li> <li>• conveyed</li> <li>• judgments</li> <li>• distinguish</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• DRA</li> <li>• MAP</li> <li>• CFA</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• OAA</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Strategic Balanced Literacy Framework (SBLF)</li> <li>• Reading A to Z</li> <li>• Raz Kids</li> <li>• Online journals available free through Infohio/EBSCO</li> <li>• Time for Kids</li> <li>• Write Source</li> </ul>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p>

## Grade Six ELA / Reading: Informational Text

<b>Anchor Standard</b> <div>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</div> <div>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</div> <div>6. Assess how point of view or purpose shapes the content and style of a text.</div>		
<b>Strand</b>	<b>Reading: Informational Text</b>	
<b>Topic</b>	<b>Craft and Structure</b>	<b>Pacing</b>
<b>Standard Statement</b> <div>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</div> <div><b>Learning Targets:</b><ul style="list-style-type: none"><li>I can define literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).</li><li>I can define and identify various forms of figurative language.<ul style="list-style-type: none"><li>Smile</li><li>Metaphor</li><li>Hyperbole</li><li>Personification</li><li>Alliteration</li><li>Onomatopoeia</li></ul></li><li>I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).</li><li>I can analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader.</li></ul></div> <div>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</div> <div><b>Learning Targets:</b><ul style="list-style-type: none"><li>I can cite textual evidence (“word for word” support) that supports the</li></ul></div>		<b>Content Elaborations</b> <div>The focus of this topic, Craft and Structure, is the understanding that an author’s word choice is meant to influence, persuade, and stir the reader’s feelings about a topic, as well as provide clarity and to support the intended meaning of the text. A reader should know and understand the definition of figurative language (words, language enriched by word images, and figures of speech) as well as why an author uses it. A reader also must know and understand how and why an author chooses meanings of words; for example, why the denotative (dictionary) meaning of a word is used rather than the connotative (attitudes and feelings associated with a word) or technical meaning of a word. A reader should know that an author’s point of view or purpose is established through the use of language, organization, and details that support it.</div> <div>In the next grade band, students are expected to determine the meanings of words and phrases as they are used in text, analyze an author’s ideas or claims, and analyze how an author develops text.</div>

<p>central idea of a text.</p> <ul style="list-style-type: none"> <li>• I can analyze text and determine the author’s purpose for including a particular sentence, paragraph, or chapter.</li> <li>• I can recognize how a particular sentence, paragraph, or chapter contributes to the overall text and its meaning (refer to standards R.I.4.5 and R.I.5.5 for examples of different types of text structure).</li> </ul> <p><b>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can identify the point of view, attitude, or bias of the author of a text.</li> <li>• I can analyze how an author develops the point of view by revealing specific data, thoughts, feelings, actions, and quotations.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• figurative</li> <li>• literal</li> <li>• simile</li> <li>• metaphor</li> <li>• hyperbole</li> <li>• personification</li> <li>• alliteration</li> <li>• onomatopoeia</li> <li>• connotative</li> <li>• denotative</li> <li>• meaning</li> <li>• tone</li> <li>• mood</li> <li>• scene</li> <li>• setting</li> <li>• plot</li> <li>• point of view</li> <li>• quotations</li> <li>• data</li> <li>• central idea</li> <li>• bias</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• cite</li> <li>• analyze</li> <li>• determine</li> <li>• textual evidence</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• DRA</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• OAA</li> </ul>

<ul style="list-style-type: none"> <li>• MAP</li> <li>• CFA</li> </ul>	
<b>Resources</b> <ul style="list-style-type: none"> <li>• Strategic Balanced Literacy Framework (SBLF)</li> <li>• Reading A to Z</li> <li>• Raz Kids</li> <li>• Time for Kids</li> <li>• Write Source</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Reading: Informational Text

<b>Anchor Standard</b> <b>7. <i>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</i></b> <b>8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></b> <b>9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></b>		
<b>Strand</b> <i>Reading: Informational Text</i>		
<b>Topic</b> <i>Integration of Knowledge and Ideas</i>		<b>Pacing</b>
<b>Standard Statement</b>  <b>7. <i>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.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can synthesize information from a variety of sources and media (art, film, music, images, etc.).</li> </ul> <b>8. <i>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.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can follow an author's line of reasoning and figure out what side of an argument he/she supports.</li> <li>I can determine the credibility of the author and his/her perspective (who wrote it, when it was written, and why it was written).</li> <li>I can identify claims that are supported by facts and evidence from those that are opinions.</li> <li>I can analyze an argument and decide whether or not it is valid.</li> </ul> <b>9. <i>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).</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can recognize that different authors will present information differently even on the same topic.</li> <li>I can compare and contrast several texts on the same topic.</li> </ul>		<b>Content Elaborations</b>  <p>The focus of this topic, Integration of Knowledge and Ideas, is the understanding that integration of information from different mediums is often necessary in order to increase understanding of a topic. Successful readers compare and contrast information across texts to gain a richer understanding of content. Successful readers also are critical thinkers who synthesize (combine separate elements of a text into one concept) information from multiple sources in order to deepen their understanding of content. They trace and evaluate the evidence (expert's opinion, statistics, etc.) from multiple sources that an author uses to support an argument. The reader should then be able to distinguish claims supported by reasons and evidence from those that are not.</p> <p>In the next grade band, students are expected to delineate and evaluate an author's argument, analyze U.S. documents of historical significance, and analyze accounts of a subject told in different mediums.</p>

<ul style="list-style-type: none"> <li>I can analyze how one author's presentation of events differs from another's.</li> </ul>	
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>claims</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>media</li> <li>format</li> <li>argument</li> <li>reasons</li> <li>evidence</li> <li>perspective</li> <li>point of view</li> <li>credibility</li> <li>fact</li> <li>opinion</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>DRA</li> <li>MAP</li> <li>CFA</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>OAA</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>Strategic Balanced Literacy Framework (SBLF)</li> <li>Reading A to Z</li> <li>Raz Kids</li> <li>Write Source</li> <li>Time for Kids</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>



## Grade Six ELA / Reading: Informational Text

<b>Anchor Standard</b> <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>	
<b>Strand</b> <i>Reading: Informational Text</i>	
<b>Topic</b> <i>Range of Reading and Level of Text Complexity</i>	<b>Pacing</b>
<b>Standard Statement</b> <b>10. 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.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can closely read complex grade level texts to find information and clarify ideas.</li> <li>I can use a variety of reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, reread) to help me understand complex text.</li> </ul>	<b>Content Elaborations</b>  The Common Core states that there is a “general steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. <ol style="list-style-type: none"> <li>Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality, and clarity and knowledge demands)</li> <li>Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software)</li> <li>Reader and task considerations (motivation, knowledge, experiences, purpose, and complexity of task assigned)</li> </ol>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>DRA</li> <li>MAP</li> <li>CFA</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>OAA</li> </ul>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Writing

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></li> <li><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></li> <li><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></li> </ol>		
<b>Strand</b>	<b>Writing</b>	
<b>Topic</b>	<b>Text Types and Purposes</b>	<b>Pacing</b>
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><b><i>Write arguments to support claims with clear reasons and relevant evidence.</i></b> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can introduce claim(s) and organize the reasons and evidence clearly.</li> <li>I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>I can evaluate the source to determine whether or not it is credible.</li> <li>I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>I can establish and maintain a formal style.</li> <li>I can provide a concluding statement or section that follows from the argument presented.</li> </ul> </li> </ol>		<b>Content Elaborations</b> <p>The focus of this topic, Text Types and Purposes, is the understanding that writers develop arguments and ideas or convey real or imagined experiences with relevant and credible evidence. This evidence can be in the form of facts, examples, details, and/or statistics. The evidence presented should be presented logically so that writers can clarify relationships between and among ideas.</p> <p>In order to convey information best, writers purposefully select and use precise words and techniques that characterize writing styles and tones, both of which are determined by topic and audience. In selecting and using language, writers choose words that have an effect on the reader. They use precise language and domain-specific vocabulary. They make use of figurative language (language enriched by word images and figures of speech) in order to stir the reader's emotions or convince the reader to come to the same conclusions about the topic.</p>

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

- a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**Learning Targets:**

- I can organize my information in a way that aids comprehension.
- I can introduce claim(s) and organize the reasons and evidence clearly.
- I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- I can evaluate the source to determine whether or not it is credible.
- I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- I can establish and maintain a formal style.
- I can provide a concluding statement or section that follows from the argument presented.

**3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can define narrative, describe the basic parts of plot (inciting incident, rising action, climax, falling action, and resolution) and include those parts in a narrative that I write.</li> <li>• I can engage the reader by introducing the narrator (first, second, or third person), characters, setting, and the inciting incident (the event that starts the story in motion).</li> <li>• I can use narrative techniques (dialogue, pacing, and description) to develop a story line where one event logically leads to another.</li> <li>• I can use sensory language to help my reader understand the experiences and events.</li> <li>• I can signal changes in time and place by using transition words, phrases, and clauses.</li> <li>• I can write a logical and satisfying conclusion.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• formal style</li> <li>• transitions</li> <li>• sensory language</li> <li>• informative/explanatory text</li> <li>• pacing</li> <li>• narrative</li> <li>• plot structure (inciting incident, rising action, climax, falling action, resolution)</li> <li>• narrator</li> <li>• dialogue</li> <li>• conclusion</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• argument</li> <li>• claim</li> <li>• evidence</li> <li>• credible source</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• DRA</li> <li>• Portfolio pieces</li> <li>• Type 1, 2, 3, or 4 writing (Collins writing)</li> <li>• Exit slips</li> <li>• PARCC formative assessments (when designed)</li> </ul>	<p><b>Summative Assessments</b></p>

<b>Resources</b> <ul style="list-style-type: none"><li>• Appendix C to benchmark writing</li><li>• Write Source</li></ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Writing

<b>Anchor Standard</b> <b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b> <b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> <b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>		
<b>Strand</b>	<b>Writing</b>	
<b>Topic</b>	<b>Production and Distribution of Writing</b>	<b>Pacing</b>
<b>Standard Statement</b>  <b>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience.</li> <li>I can compose a clear and logical piece of writing that demonstrates my ability to write within a particular style.</li> </ul> <b>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 6.)</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can use the writing process.</li> <li>I can plan my writing (using a graphic organizer if necessary).</li> <li>I can revise my writing with the help of others.</li> <li>I can edit my writing by checking for errors.</li> <li>I can write multiple drafts if necessary to improve my writing.</li> <li>I can evaluate my own writing using a rubric.</li> </ul> <b>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</b>		<b>Content Elaborations</b>  <p>The focus of this topic, Text Types and Purposes, is the understanding that writers develop arguments and ideas or convey real or imagined experiences with relevant and credible evidence. This evidence can be in the form of facts, examples, details, and/or statistics. The evidence presented should be presented logically so that writers can clarify relationships between and among ideas.</p> <p>In order to convey information best, writers purposefully select and use precise words and techniques that characterize writing styles and tones, both of which are determined by topic and audience. In selecting and using language, writers choose words that have an effect on the reader. They use precise language and domain-specific vocabulary. They make use of figurative language (language enriched by word images and figures of speech) in order to stir the reader's emotions or convince the reader to come to the same conclusions about the topic.</p>

<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can use technology to publish my writing.</li> <li>• I can collaborate with peers and others through technology to improve my writing.</li> <li>• I can demonstrate sufficient keyboarding skills to compose and prepare my writing for publication.</li> </ul>	
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• writing process</li> <li>• rubric</li> <li>• graphic organizer</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• coherent</li> <li>• compose</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• DRA</li> <li>• Portfolio pieces</li> <li>• Type 1, 2, 3, 4, or 5 writing (Collins writing)</li> <li>• Teacher observation</li> <li>• Quick check</li> <li>• Student self-assessment and reflection</li> <li>• PARCC formative assessments (when designed)</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Final product written pieces</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Appendix C to benchmark student writing</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Writing

<b>Anchor Standard</b> <b>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b> <b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b> <b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>		
<b>Strand Writing</b>		
<b>Topic Research to Build and Present Knowledge</b>		<b>Pacing</b>
<b>Standard Statement</b> <b>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can focus my research around a central question (either one that is provided for me or one that I create myself).</li> <li>I can find appropriate resources to support my research.</li> </ul> <b>8. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can define credibility and why it is important in choosing appropriate resources for my research.</li> <li>I can evaluate the credibility of a source.</li> <li>I can gather information from multiple sources, print and digital.</li> <li>I can decide when to quote or to paraphrase from a source.</li> <li>I can quote or paraphrase the data or evidence of others to avoid plagiarism.</li> <li>I can create a works cited section for my research project.</li> </ul> <b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> <ol style="list-style-type: none"> <li>Apply grade 6 reading standards to literature (e.g., "Compare and</li> </ol>		<b>Content Elaborations</b> <p>The focus of this topic, Research to Build and Present Knowledge, is the understanding that writers activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined. As writers encounter and gather new and relevant information from multiple sources, they refocus their inquiry and research in order to create new understandings and new knowledge for specific purposes. They evaluate this information for accuracy, credibility, and reliability.</p> <p>In the next grade band, students are expected to draw evidence from literary or informational texts to support analysis, reflection, and research. Students also are expected to delineate and evaluate the argument and specific claims assessing the reasoning and evidence in text.</p>



<p>contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”).</p> <p>b. Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”).</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can define textual evidence (“word for word” and/or paraphrase support).</li> <li>• I can cite textual evidence in my written responses to strengthen my analysis, reflection, and/or research.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• textual evidence</li> <li>• bibliographic</li> <li>• works cited</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• cite</li> <li>• plagiarism</li> <li>• paraphrase</li> <li>• analysis</li> <li>• reflection</li> <li>• credibility</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolio pieces</li> <li>• Type 1, 2, 3, 4, or 5 writing (Collins writing)</li> <li>• Teacher observation</li> <li>• Quick check</li> <li>• Student self-assessment and reflection</li> <li>• PARCC formative assessments (when designed)</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Final product written pieces</li> </ul>
<p><b>Resources</b></p>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p>

## Grade Six ELA / Writing

<b>Anchor Standard</b> <b>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>	
<b>Strand</b> <i>Writing</i>	
<b>Topic</b> <i>Range of Writing</i>	<b>Pacing</b>
<b>Standard Statement</b> <b>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can write for a variety of purposes and audiences.</li> <li>I can determine an appropriate time frame for my writing based on the task.</li> </ul>	<b>Content Elaborations</b>  Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.  In the next grade band, students are expected to 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 tasks, purposes, and audiences.
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>Write Source</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Speaking and Listening

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></li> <li><i>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i></li> <li><i>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i></li> </ol>	
<b>Strand</b> <i>Speaking and Listening</i>	
<b>Topic</b> <i>Comprehension and Collaboration</i>	<b>Pacing</b>
<b>Standard Statement</b> <ol style="list-style-type: none"> <li><i>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i> <ol style="list-style-type: none"> <li>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.</li> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol> </li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can prepare for a collaborative discussion by studying the required material and bringing evidence to support my ideas.</li> <li>I can pull from my homework and classwork in order to probe and reflect during a discussion.</li> <li>I know the rules of a collaborative discussion.</li> <li>I can set goals and deadlines with a collaborative group.</li> <li>I can define roles for each individual in a group.</li> <li>I can pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>I can review the key ideas discussed.</li> </ul>	<b>Content Elaborations</b> <p>The focus of this topic, Comprehension and Collaboration, is the understanding that by applying and adapting effective listening skills to conversational situations, partners and teams will develop new understandings and knowledge as well as accomplish goals and make appropriate contributions. Partners and teams must act responsibly by effectively managing their time, cooperating, and contributing to the group process. In order to be effective listeners able to focus on and explain information presented in a variety of formats, they also must apply critical listening skills. Critical listeners focus on the speaker's main ideas or points, listening for clue words such as <i>major</i> or <i>most important</i>. They also listen to identify important details as well as distinguish between facts and opinions. Statements supported by fact (something that can be proven true by concrete evidence) as opposed to opinion (a person's belief or attitude) lend credibility to a speaker's information. Critical listeners learn to paraphrase and summarize a speaker's information, demonstrating understanding of that information. When listeners paraphrase, they express the ideas of the speaker in their own words. When they summarize, they condense the speaker's information by restating it in a few words.</p> <p>In the next grade band, students are expected to initiate and participate in a range of collaborative discussions. They are expected to integrate multiple sources of information while evaluating the credibility and accuracy of each source. They also are expected to evaluate information given by a speaker while identifying faulty reasoning or evidence.</p>

<ul style="list-style-type: none"> <li>• I can demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> <p><b>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I understand the key ideas presented in diverse media.</li> <li>• I can explain how diverse media adds meaning to a topic, text, or issue.</li> </ul> <p><b>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can summarize the speaker's argument.</li> <li>• I can identify claims that support the speaker's argument.</li> <li>• I can distinguish claims that are supported by reasons and evidence from claims that are not.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• collaborative discussion</li> <li>• roles</li> <li>• perspectives</li> <li>• paraphrasing</li> <li>• diverse media</li> <li>• argument</li> <li>• claims</li> <li>• reasons</li> <li>• evidence</li> </ul>	<p><b>Academic Vocabulary</b></p>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher observation (circulate during student discussions)</li> <li>• Student self-assessment</li> </ul>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Strategic Balanced Literacy Framework (SBLF)</li> <li>• BrainPop</li> <li>• Write Source</li> </ul>	<p><b>Enrichment Strategies</b></p>

<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Speaking and Listening

<b>Anchor Standard</b> <b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b> <b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b> <b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>	
<b>Strand</b> <i>Speaking and Listening</i>	
<b>Topic</b> <i>Presentation of Knowledge and Ideas</i>	<b>Pacing</b>
<b>Standard Statement</b>  <b>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine a logical order for presenting my claims and findings.</li> <li>I can support my claims with relevant descriptions, facts, and details to clarify and elaborate upon central ideas or themes.</li> <li>I can use appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul> <b>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can determine and use appropriate media and visual displays to clarify information.</li> </ul> <b>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 language standards 1 and 3 on page 53 for specific expectations.)</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can distinguish formal from informal speech.</li> <li>I can identify situations and tasks that call for formal speech.</li> <li>I can deliver a formal speech.</li> </ul>	<b>Content Elaborations</b>  <p>In the previous grade band, students were expected to report on a topic or text, tell a story, or recount an experience. They also were expected to create engaging audio recordings of stories and poems and to speak clearly and completely when providing requested details or clarification.</p> <p>The focus of this topic, Presentation of Knowledge and Ideas, is a speaker's preparation and considerations when presenting information. Effective speakers prepare for a speech by considering audience and purpose. In considering the audience for a speech, speakers should think about the needs and interests of the audience and ask themselves the following questions:</p> <ol style="list-style-type: none"> <li>How much background information about the topic will the audience need?</li> <li>What details will my presentation need in order to inform as well as keep my audience interested?</li> <li>Is my presentation logical and coherent?</li> </ol> <p>Speakers also should have knowledge of and use appropriate speaking strategies that will enable them to effectively present for a variety of purposes, in a variety of situations, and to a variety of audiences. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience. This awareness helps the speaker compose and deliver presentations that are engaging, insightful, and articulated in a clear, concise manner. It also promotes active audience engagement.</p>

	In the next grade band, students are expected to present information precisely and logically and make strategic use of digital media to enhance presentations. They also are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• claims</li> <li>• findings</li> <li>• multimedia</li> <li>• volume</li> <li>• eye contact</li> <li>• pronunciation</li> <li>• formal speech</li> </ul>	<b>Academic Vocabulary</b>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation (circulate during student discussions)</li> <li>• Student self-assessment</li> </ul>	<b>Summative Assessments</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>• Strategic Balanced Literacy Framework (SBLF)</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Language

<b>Anchor Standard</b> <ol style="list-style-type: none"> <li><i><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></i></li> <li><i><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></i></li> </ol>	
<b>Strand    Language</b>	
<b>Topic    Conventions of Standard English</b>	<b>Pacing</b>
<b>Standard Statement</b>  <ol style="list-style-type: none"> <li><i><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></i> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can define a pronoun as a word that takes the place of a noun.</li> <li>I can make sure that pronouns are in the proper case.</li> <li>I can identify intensive pronouns and use them correctly in my speech and writing.</li> <li>I can identify the antecedent of a pronoun.</li> <li>I can determine when a pronoun and its antecedent do not match and make necessary corrections.</li> <li>I can identify and correct unclear antecedents and pronouns.</li> <li>I can identify and correct incorrectly used pronouns in written work.</li> </ul> </li> <li><i><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></i> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> </ol> </li> </ol>	<b>Content Elaborations</b>  <p>The focus of this topic, Conventions of Standard English, is the understanding that knowing and using writing conventions and grammatical structures appropriate for sixth grade helps students communicate clearly and concisely. With repeated and correct use, students will be able to communicate ideas in writing and express themselves. Knowing and using the correct grammatical structures of English, learning the purposes for punctuation, and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas.</p> <p>In the next grade band, students are expected to demonstrate command of the conventions of standard English grammar and usage when writing and to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>



<p>b. Spell correctly.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can use capital letters correctly.</li> <li>• I can identify nonrestrictive clauses or phrases (i.e., extra information that does not affect the meaning of the sentence).</li> <li>• I can identify parenthetical clauses and phrases.</li> <li>• I can use commas, parentheses, and dashes to set nonrestrictive and parenthetical clauses apart from the rest of the sentence.</li> <li>• I can identify misspelled words and use resources to correct misspellings.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• pronoun</li> <li>• antecedent</li> <li>• ambiguous</li> <li>• intensive pronoun</li> <li>• nonrestrictive</li> <li>• clause</li> <li>• phrase</li> <li>• parenthetical</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• resources</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• MAP</li> </ul>	<p><b>Summative Assessments</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Strategic Balanced Literacy Framework (SBLF)</li> <li>• Write Source</li> <li>• Sitton Spelling program</li> </ul>	<p><b>Enrichment Strategies</b></p>
<p><b>Integrations</b></p>	<p><b>Intervention Strategies</b></p>

## Grade Six ELA / Language

<b>Anchor Standard</b> <b>3. <i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i></b>	
<b>Strand    <i>Language</i></b>	
<b>Topic    <i>Knowledge of Language</i></b>	<b>Pacing</b>
<b>Standard Statement</b> <b>3. <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></b> a. Vary sentence patterns for meaning. b. Maintain consistency in style and tone. <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can identify different types of sentence structures and vary them for consistency, style, and tone.</li> <li>I can vary sentence styles and types in my own writing to achieve a specific tone and maintain consistency.</li> </ul>	<b>Content Elaborations</b> <p>The focus of this topic, Knowledge of Language, is that knowledge of language conventions is understood and applied in oral, auditory, written, or viewed expression. When applying writing conventions to written work, students vary sentence patterns and maintain a consistent writing style (the author's distinctive manner of expression) and tone (the author's attitude toward his or her subject).</p> <p>In the next grade band, students will apply knowledge of language to understand how language functions, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>conventions</li> <li>sentence pattern</li> <li>sentence style</li> <li>style</li> <li>tone</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>consistency</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>MAP</li> </ul>	<b>Summative Assessments</b>
<b>Resources</b> <ul style="list-style-type: none"> <li>Strategic Balanced Literacy Framework (SBLF)</li> <li>Write Source</li> </ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>

## Grade Six ELA / Language

<b>Anchor Standard</b> <b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b> <b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> <b>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>		
<b>Strand</b>	<b>Language</b>	
<b>Topic</b>	<b>Vocabulary Acquisition and Use</b>	<b>Pacing</b>
<b>Standard Statement</b> <b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b> 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can infer the meaning of unknown words using context clues.</li> <li>I can use Latin and Greek affixes and roots as clues to determine the meaning of a word.</li> <li>I can use reference materials to verify the inferred meaning and pronunciation of an unknown word.</li> </ul> <b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>		<b>Content Elaborations</b> <p>The focus of this topic, Vocabulary Acquisition and Use, is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Knowledge of word origins, word relationships, literary as well as historical context clues, and reference materials aids in understanding complex words and new subject-area vocabulary. Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning.</p> <p>In the next grade band, students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships, and nuances in word meaning. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge.</p>

<p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un-wasteful, thrifty).</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can define and identify figurative language.</li> <li>• I can determine the meaning of figurative language in context.</li> <li>• I can use the relationships between words (i.e., analogies) to better understand word meanings.</li> <li>• I can define denotation and connotation.</li> <li>• I can analyze how words and phrases that have similar denotations can have different connotations.</li> </ul> <p><b>6. <i>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.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can use general and content-specific vocabulary correctly in my reading and writing.</li> </ul>	
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• context clues</li> <li>• affixes</li> <li>• roots (Latin and Greek)</li> <li>• denotation</li> <li>• connotation</li> <li>• figurative speech</li> <li>• domain-specific</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• reference materials</li> <li>• infer</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• MAP</li> <li>• CFA</li> <li>• Student writing (Collins or other type)</li> <li>• Writing in content area classes</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• OAA</li> <li>• Writing in content area classes</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"><li>• Strategic Balanced Literacy Framework (SBLF)</li><li>• Vocabulary A to Z</li><li>• Raz Kids</li><li>• Write Source</li></ul>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>