

# **English Language Arts Curriculum: Grade 6**

**MAYWOOD PUBLIC SCHOOLS**

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The following maps outline the Common Core Standards for grade 6 English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

**Assessment:**

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)  
End of Unit/Theme Assessments  
End of Book Activities  
Comprehension: illustrations, sentences  
Multimedia presentation (PowerPoint)

Writing and Language

Journal Entries  
Writing Process Pieces  
End of Book Activities  
Persuasive Writing: Opinion Piece  
Speculative Writing  
Informative/Explanatory Writing  
Narrative Writing  
Research Writing  
Proofreading/Editing

**References:**

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>

[http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

Common Core Exemplars: [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

**Websites:**

[www.brainpop.com](http://www.brainpop.com)

[www.spellingcity.com](http://www.spellingcity.com)

[www.studyisland.com](http://www.studyisland.com)

[www.scholastic.com](http://www.scholastic.com)

[www.readwritethink.org](http://www.readwritethink.org)

[www.learn360.com](http://www.learn360.com)

[www.edmoto.com](http://www.edmoto.com)

[www.inspiration.com](http://www.inspiration.com)

[www.glogster.com](http://www.glogster.com)

[www.wordpress.com](http://www.wordpress.com)

**Language Arts Curriculum: Grade 6**  
**Reading Standards for Literature**

<b>Essential Question(s):</b> How do readers use the text to support an interpretation?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 1:</b> 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.			
<b>Standard: RL6.1</b>			
<b>Vocabulary:</b> cite, explicit, inference, textual evidence, logic			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Distinguish between what is explicit and what is inferred</li> <li>Cite textual evidence to support analysis of what the text says explicitly</li> <li>After making an inference, find an accurate quote within the text to support the inference</li> </ul>	<ul style="list-style-type: none"> <li>Pose questions during and after reading</li> <li>Review difference between what is explicit and what is inferred</li> <li>Model how to identify evidence in the text to support a claim</li> <li>Provide an inference and have students find an accurate quote within the text to support the inference</li> </ul>	Students cite explicit textual evidence as well as draw inferences about the drake and the duck from Katherine Paterson's <i>The Tale of the Mandarin Ducks</i> to support their analysis of the perils of vanity. [RL.6.1]

<b>Essential Question(s):</b> How do readers determine the message the author is trying to convey?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard: RL6.2</b>			
<b>Vocabulary:</b> central idea, summary			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Determine central idea</li> <li>Support central idea with details from text</li> <li>Create a summary without bias</li> </ul>	<ul style="list-style-type: none"> <li>Review how to identify central idea through the evidence including the responses of characters, sequence of events, etc.</li> <li>Teach how to write a summary that connects details to the central idea</li> </ul>	

<b>Essential Question(s):</b> How do readers determine how characters, events, and ideas develop and interact?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>Standard: RL6.3</b>			
<b>Vocabulary:</b> plot, climax, resolution, conflict, episodes			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>Define and identify the different parts of plot</li> <li>Reflect on how the characters' responses and/or actions advance the plot</li> </ul>	<ul style="list-style-type: none"> <li>Teach students how to use the plot diagram to illustrate the different plot elements</li> <li>Give students a character map to better understand characters and relationships to the plot</li> </ul>	

<b>Essential Question(s):</b> How do readers interpret the author's use of language?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 4:</b> 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>Standard: RL6.4</b>			
<b>Vocabulary:</b> hyperbole, onomatopoeia, alliteration, figurative language, metaphor, simile, connotative meaning, irony, symbolism, idiom, personification, imagery, mood, tone			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>Define types of figurative language and identify in text</li> <li>Use context clues to determine meaning</li> <li>Distinguish between mood and tone</li> <li>Examine the author's word choice as an indicator of meaning and tone</li> </ul>	<ul style="list-style-type: none"> <li>Review simile, metaphor, onomatopoeia, alliteration, personification</li> <li>Introduce idiom, hyperbole, symbolism, irony</li> <li>Provide examples of figurative language (ex. <i>Walk Two Moons</i>, Sharon Creech)</li> <li>Provide opportunities to determine meaning through figurative language and connotation</li> <li>Introduce, model, and provide examples of distinguishing between mood and tone</li> </ul>	

<b>Essential Question(s):</b> How do readers use text structure to understand meaning?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 5:</b> 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>Standard: RL6.5</b>			
<b>Vocabulary:</b> theme, scene, stanza, plot, setting			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</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.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure of novels, dramas, and poetry.</li> <li>• Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure.</li> <li>• Analyze how a structure of a novel, drama, or poem contributes to the development of the theme, setting, or plot</li> </ul>	<ul style="list-style-type: none"> <li>• Review setting, theme, and plot</li> <li>• Review scene</li> <li>• Review stanza</li> <li>• Provide an appropriate graphic organizer to map out the structure of novels, dramas or poetry</li> <li>• Initiate discussion of the structure of the text. <ul style="list-style-type: none"> <li>○ “How does this chapter/scene/stanza build on the previous one?”</li> <li>○ “How would the story, drama, or poem change if this chapter/scene/stanza were missing?”</li> </ul> </li> </ul>	Students analyze how the opening stanza of Robert Frost’s “The Road Not Taken” structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text. [RL.6.5]

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>Standard: RL6.6</b>			
<b>Vocabulary:</b> point of view, first person point of view, second person point of view, third person point of view, omniscient			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
6. Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> <li>• Identify the point of view of narrator or speaker using evidence from the text</li> <li>• Analyze how the author uses details, dialogue, setting, plot, and character traits to develop the point of view of the narrator/speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of each type of point of view <ul style="list-style-type: none"> <li>○ <u>Flipped</u>- Wendelin Van Draanen (alternating 1<sup>st</sup>)</li> <li>○ <u>Holes</u>- Louis Sachar (2<sup>nd</sup>)</li> <li>○ <u>Walk Two Moons</u>-Sharon Creech (1<sup>st</sup>)</li> <li>○ <u>The Giver</u>- Lois Lowry (3<sup>rd</sup>)</li> <li>○</li> </ul> </li> </ul>	Students explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in her story “Eleven.”

		<ul style="list-style-type: none"> <li>Model how to identify and discuss how details, dialogue, setting, plot, and character traits develop the point of view of the narrator/speaker</li> </ul>	
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**Essential Question(s):** How do readers use illustrations to understand the text?

**21st Century Skill:** Critical Thinking and Problem Solving

**Reading Literature**

**CCR Anchor Standard: Integration of Knowledge and Ideas**

**Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

**Standard: RL6.7**

**Vocabulary:** N/A

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>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.</p>	<ul style="list-style-type: none"> <li>Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text.</li> <li>Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text.</li> <li>Compare the reading a literary text versus listening to or viewing a dramatization of a literary text.</li> <li>Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those sights and sounds from a literary text.</li> </ul>	<ul style="list-style-type: none"> <li>As a class, read a text and watch/listen to the corresponding movies</li> <li>Provide dramatic reading/live version of story, drama, or poem for contrast with text</li> <li>Provide graphic organizers to compare and contrast text and media.</li> </ul>	<p>Students compare and contrast the effect Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” has on them to the effect they experience from a multimedia dramatization of the event presented in an interactive digital map (<a href="http://www.paulreverehouse.org/ride/">http://www.paulreverehouse.org/ride/</a>), analyzing the impact of different techniques employed that are unique to each medium. [RL.6.7]</p>

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 8:</b> 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>Standard: RL6.8</b>			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
8. (Not applicable to literature)			

<b>Essential Question(s):</b> How do readers make connections between texts?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 9:</b> 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>Standard: RL6.9</b>			
<b>Vocabulary:</b> genre, compare/contrast, theme			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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	<ul style="list-style-type: none"> <li>Compare texts addressing comparable topics, ideas, or themes but written in different genres.</li> <li>Use evidence from literary texts to support analysis.</li> <li>Present findings using pertinent details</li> </ul>	<ul style="list-style-type: none"> <li>Define and provide examples of the different types of genres</li> <li>Provide a variety of texts in the different genres for comparison, in terms of themes and topics, including historical novels, fantasy stories, and poems</li> <li>Provide and discuss a writing sample that compares and contrasts different approaches to similar themes or topics</li> </ul>	

<b>Essential Question(s):</b> How do readers use comprehension strategies to improve understanding of text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Literature</b>			
<b>CCR Anchor Standard: Range of Reading and Level of Text Complexity</b>			
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.			
<b>Standard: RL 6.10</b>			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>• Students read a variety of genres</li> <li>• Students read literature varying in complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Before Reading: prediction making, preview text</li> <li>• During Reading: questioning, highlighting, charting</li> <li>• After Reading: journals, illustrations, sequencing, dramatization, graphic organizers</li> <li>• Scaffold reading and comprehension as needed</li> </ul>	

**Language Arts Curriculum: Grade 6**  
**Reading Standards for Informational Text**

<b>Essential Question(s):</b> How do readers use text to support answers to questions?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 1:</b> 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.			
<b>Standard: RI6.1</b>			
<b>Vocabulary:</b> annotate, inference, analyze, textual evidence			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Identify key information from the text</li> <li>Develop and support inferences with information from the text</li> <li>Use evidence from text to support analysis of text</li> </ul>	<ul style="list-style-type: none"> <li>Review with students how to identify key information (annotate text)</li> <li>Model how to make inferences and support inferences with text</li> <li>Use classroom discussion to identify evidence and support analysis</li> </ul>	

<b>Essential Question(s):</b> How do readers use key details from the text to support the main idea?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<b>Standard: RI6.2</b>			
<b>Vocabulary:</b> central idea, objective summary			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Identify central idea of a text and how it is conveyed through details.</li> <li>Provide an objective summary of the text</li> </ul>	<ul style="list-style-type: none"> <li>Teach and model how to identify central ideas</li> <li>Provide graphic organizers (i.e. web)</li> <li>Provide opportunities for students to identify personal opinion, judgments or objective summaries</li> </ul>	

<b>Essential Question(s):</b> How do readers make connections between concepts in a text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Key Ideas and Details</b>			
<b>Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
<b>Standard: RI.6.3</b>			
<b>Vocabulary:</b> illustrate, elaborate, analyze			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> <li>Identify important persons, events or ideas in an informational text.</li> <li>Determine the variety of ways that a person, event, or idea may be described or explained to a reader.</li> <li>Examine the specific ways an important person, event, or idea in the text is presented to a reader.</li> <li>Identify the effect the presentation of an important person, event, or idea in the text has upon a reader.</li> <li>Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect.</li> </ul>	<ul style="list-style-type: none"> <li>Have students Identify the introduction of a key individual, event, or idea</li> <li>Have students identify how the key individual, event, or idea is illustrated in a text</li> <li>Have students identify how a key individual, event or idea is elaborated in a text</li> <li>Model how to analyze the connections between the introduction, illustration and elaboration of key individuals, events, and ideas in a text</li> </ul>	Students analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life. [RI.6.3]

<b>Essential Question(s):</b> How do readers determine the meaning and use of content specific vocabulary?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 4:</b> 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>Standard: RI.6.4</b>			
<b>Vocabulary:</b> context clues, figurative meaning, connotative meaning, technical meaning			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<ul style="list-style-type: none"> <li>• Use context clues to determine meaning of words and phrases</li> <li>• Explain/define meaning of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Teach figurative, connotative, and technical meanings of words</li> <li>• Provide examples of using context clues to make determinations</li> </ul>	

<b>Essential Question(s):</b> How do readers use text features to locate information?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 5:</b> 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>Standard: RI.6.5</b>			
<b>Vocabulary:</b> text structure			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc.</li> <li>• Examine how parts of the text support the identified purpose of the text.</li> <li>• Use evidence from informational texts to support analysis of text structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students identify various informational text structures</li> <li>• Have students recognize how pieces of a text contribute to the overall structure</li> <li>• Teach how text structure contributes to the development of ideas</li> </ul>	

<b>Essential Question(s):</b> How do readers analyze point of view and/or purpose?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Craft and Structure</b>			
<b>Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.			
<b>Standard: RI6.6</b>			
<b>Vocabulary:</b> point of view, purpose			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<ul style="list-style-type: none"> <li>Determine the difference between author's point of view and author's purpose.</li> <li>Determine author's point of view through attention to word choice, punctuation, and emphasis on ideas.</li> <li>Determine author's purpose through attention to format, text features, and key ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Teach point of view and how it affects the author's position</li> <li>Guide students in determining purpose and point of view</li> </ul>	

<b>Essential Question(s):</b> How do readers use information from illustrations and text to demonstrate understanding?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
<b>Standard: RI6.7</b>			
<b>Vocabulary:</b> media, format			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
7. 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.	<ul style="list-style-type: none"> <li>Compare and contrast information received through different formats.</li> <li>Organize information from different formats to develop a logical understanding of a topic or issue.</li> </ul>	<ul style="list-style-type: none"> <li>Provide information in diverse media formats</li> <li>Have students identify how the use of multiple media formats contributes to the understanding of a topic</li> </ul>	

<b>Essential Question(s):</b> How do readers determine and make meaning of the arguments/claims presented in a text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 8:</b> 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>Standard: RI.6.8</b>			
<b>Vocabulary:</b> argument, claim, reasons, evidence			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	<b>Common Core Exemplar</b>
8. 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.	<ul style="list-style-type: none"> <li>Identify author's claim</li> <li>Cite evidence authors use to support their claim</li> <li>Evaluate the claim based on the reasons and evidence provided</li> </ul>	<ul style="list-style-type: none"> <li>Teach student how to identify a claim in a text and evaluate how it is supported</li> <li>Demonstrate how to distinguish between claims that are supported by reasons and evidence from claims that are not</li> </ul>	Students trace the line of argument in Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not. [RI.6.8]

<b>Essential Question(s):</b> How do readers make connections or determine differences and/or similarities among texts of the same topic?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Integration of Knowledge and Ideas</b>			
<b>Anchor Standard 9:</b> 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>Standard: RI.6.9</b>			
<b>Vocabulary:</b> compare, contrast			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	<ul style="list-style-type: none"> <li>Compare and contrast how one author's presentation of events differs from that of another (i.e. primary vs. secondary sources)</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of two different works on the same topic</li> <li>Have students compare and contrast these works to build understanding of the topic</li> </ul>	

<b>Essential Question(s):</b> How do readers understand information texts in all subject areas?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Reading Informational Text</b>			
<b>CCR Anchor Standard: Range of Reading and Level of Text Complexity</b>			
<b>Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.			
<b>Standard: RI.6.10</b>			
<b>Vocabulary:</b>			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>Comprehend informational text at grade level proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to grade level informational text</li> <li>Scaffold reading and comprehension as needed</li> </ul>	

**Language Arts Curriculum: Grade 6**  
**Writing**

<b>Essential Question(s):</b> How do writers use valid evidence to support claims?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Text Types and Purpose			
<b>Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<b>Standard:</b> W6.1			
<b>Vocabulary:</b> claim (n.), thesis, slang, formal language, credible source			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
1. Write arguments to support claims with clear reasons and relevant evidence.			
a. Introduce claim(s) and organize the reasons and evidence clearly.	<ul style="list-style-type: none"> <li>Pre-write pros and cons</li> <li>Select strongest side</li> <li>Identify three reasons</li> <li>Write thesis statement</li> <li>Compose a draft of the introduction paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Model prewriting using a T-Chart of pros and cons</li> <li>Demonstrate the sentence structure of a thesis</li> <li>Model an introduction paragraph</li> </ul>	
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<ul style="list-style-type: none"> <li>Display knowledge of topic by selecting appropriate evidence</li> <li>Evaluate evidence using credible sources</li> <li>Compose a draft of body paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of reliable and appropriate evidence that support the thesis</li> <li>Identify and model research techniques to locate credible sources</li> </ul>	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<ul style="list-style-type: none"> <li>Collaborate to create a word wall</li> <li>Interpret key words in claim to support reasons</li> <li>Identify key words in reasons to defend claim</li> <li>Apply academic vocabulary to draft</li> </ul>	<ul style="list-style-type: none"> <li>Design word wall</li> <li>Demonstrate selection of key words that explain connections while infusing academic vocabulary</li> </ul>	
d. Establish and maintain a formal style.	<ul style="list-style-type: none"> <li>Identify elements that distinguish formal and informal style</li> <li>Edit drafts to maintain formal style</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of formal and informal texts</li> <li>Complete activities differentiating slang versus formal language</li> </ul>	
e. Provide a concluding statement or section that follows from the argument presented.	<ul style="list-style-type: none"> <li>Draft a conclusion to support thesis</li> </ul>	<ul style="list-style-type: none"> <li>Compile examples of effective conclusion paragraphs</li> </ul>	

<b>Essential Question(s):</b> How do writers explore topics and convey ideas?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Text Types and Purpose			
<b>Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<b>Standard:</b> W6.2			
<b>Vocabulary:</b> relevant, credible, precise, domain-specific language			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>• Pre-write to address the demands of informative text including the following: <ul style="list-style-type: none"> <li>- Identify topic</li> <li>- Gather information</li> <li>- Evaluate information</li> <li>- Organize information</li> </ul> </li> <li>• Include appropriate text features</li> <li>• Extrapolate information from graphic organizer to formulate structure of informative essay</li> <li>• Compose draft of an introduction paragraph with thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers to organize the various demands of informational text</li> <li>• Model how to incorporate information from a graphic organizer to formulate structure of informative essay</li> </ul>	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of topic by selecting relevant evidence including facts, details, quotations, and other supportive information</li> <li>• Produce writing that demonstrates the correct usage of punctuation, focusing on quotations</li> <li>• Compose a draft of body paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of reliable and appropriate facts, details, quotations and other supportive information</li> <li>• Review the proper use of punctuation focusing on quotations</li> <li>• Prepare proof reading activities</li> <li>• Identify and model research techniques to locate relevant and informative sources</li> </ul>	
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> <li>• Collaborate to create a word wall</li> <li>• Interpret key words in claim to support reasons.</li> <li>• Identify key words in reasons to defend claim</li> <li>• Apply academic vocabulary to draft</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Design word wall</li> <li>• Demonstrate selection of key words that explain connections while infusing academic vocabulary.</li> </ul>	

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> <li>Use precise language and domain specific vocabulary to enhance the topic</li> </ul>	<ul style="list-style-type: none"> <li>Generate activities to enhance language and vocabulary</li> </ul>	
e. Establish and maintain a formal style.	<ul style="list-style-type: none"> <li>Identify elements that distinguish formal and informal style.</li> <li>Edit drafts to maintain formal style.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of formal and informal texts</li> <li>Complete activities differentiating slang versus formal language</li> </ul>	
f. Provide a concluding statement or section that follows from the information or explanation presented.	<ul style="list-style-type: none"> <li>Draft a conclusion to support informative text</li> </ul>	<ul style="list-style-type: none"> <li>Compile examples of effective conclusion paragraphs</li> </ul>	

<b>Essential Question(s):</b> How do writers develop effective narratives?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Text Types and Purpose			
<b>Anchor Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<b>Standard:</b> W6.3			
<b>Vocabulary:</b> narrative, descriptive detail, climax, simile, metaphor, idiom, personification, oxymoron, hyperbole, onomatopoeias			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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.	<ul style="list-style-type: none"> <li>Brainstorm ideas or key story elements</li> <li>Create sensory details to match story events</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for narratives including characters, settings, conflicts, resolutions, and themes</li> </ul>	
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> <li>Compose effective dialogue</li> <li>Organize an equal distribution of details that develop experiences, events and/or characters</li> </ul>	<ul style="list-style-type: none"> <li>Review the composition of dialogue</li> <li>Review plot pacing while focusing on the events and characters surrounding the climax</li> </ul>	

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<ul style="list-style-type: none"> <li>• Draft narrative using strong transitions, phrases, and clauses while highlighting plot and setting</li> </ul>	<ul style="list-style-type: none"> <li>• Model effective use of transitions, phrases and clauses</li> <li>• Model the drafting process of writing a narrative</li> </ul>	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	<ul style="list-style-type: none"> <li>• Enhance narrative by implementing figurative language to improve writing</li> </ul>	<ul style="list-style-type: none"> <li>• Compose examples of similes, metaphors, idioms, personifications, oxymoron, onomatopoeias, and hyperboles</li> </ul>	
e. Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> <li>• Draft a resolution that fits the narrative form</li> </ul>	<ul style="list-style-type: none"> <li>• Model using mentor text</li> </ul>	

<b>Essential Question(s):</b> How do writers create effective pieces of writing?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Production and Distribution of Text			
<b>Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
<b>Standard:</b> W6.4			
<b>Vocabulary:</b> purpose, audience, prompt, NJDOE Registered Holistic Scoring Rubric			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.)	<ul style="list-style-type: none"> <li>• Understand prompt, purpose, and intended audience</li> <li>• Distinguish between the different types of writing</li> <li>• Create text that addresses prompt, purpose, and intended audience</li> <li>• Comprehend NJDOE Registered Holistic Scoring Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated prompt (highlight &amp; underline)</li> <li>• Discuss interpretations of prompt</li> <li>• Discuss purpose and individual audience</li> <li>• Brainstorm and organize through graphic organizers</li> <li>• Introduce and assist in the written revision of NJDOE Registered Holistic Scoring Rubric</li> </ul>	

<b>Essential Question(s):</b> How do writers use the writing process to improve text?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Production and Distribution of Text			
<b>Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
<b>Standard:</b> W6.5			
<b>Vocabulary:</b> writing process, revise, edit, draft, proofreading			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>Review writing process</li> <li>Pre-write</li> <li>Drafting</li> <li>Revise / Edit</li> </ul>	<ul style="list-style-type: none"> <li>List of steps of the writing process</li> <li>Graphic organizing</li> <li>Create text</li> <li>Use of NJDOE Registered Holistic Scoring Rubric</li> </ul>	

<b>Essential Question(s):</b> How do writers use technology to facilitate writing and collaboration?			
<b>21st Century Skill:</b> Information Literacy, Communication and Collaboration			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Production and Distribution of Text			
<b>Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
<b>Standard:</b> W6.6			
<b>Vocabulary:</b> word processing, publish			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>Demonstrate effective keyboarding skills</li> <li>Create text using word processing program</li> <li>Compose three page written piece in a single sitting</li> <li>Publish writing</li> </ul>	<ul style="list-style-type: none"> <li>Use computer</li> <li>Reinforce proper keyboarding skills</li> <li>Demonstrate the sharing of text through technology</li> </ul>	

<b>Essential Question(s):</b> How do writers conduct research to demonstrate understanding of a subject?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Information Literacy			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Research and Build Present Knowledge			
<b>Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
<b>Standard:</b> W6.7			
<b>Vocabulary:</b> credible source, research questions, purpose, intended audience			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<ul style="list-style-type: none"> <li>• Research the question, purpose, and intended audience</li> <li>• Research multiple types of credible sources</li> <li>• Compose draft which fully answers research questions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide research questions</li> <li>• Differentiate between credible and non-credible sources</li> <li>• Utilize teacher generated graphic organizer</li> </ul>	

<b>Essential Question(s):</b> How do writers evaluate and use sources?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Information Literacy			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Research and Build Present Knowledge			
<b>Anchor Standard 8:</b> 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>Standard:</b> W 6.8			
<b>Vocabulary:</b> works cited, bibliographic, plagiarism, credible, annotate			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>• Evaluate sources</li> <li>• Incorporate various types of note-taking strategies</li> <li>• Identify the credibility of sources</li> <li>• Understand plagiarism</li> <li>• Utilize search terms effectively</li> <li>• Compile bibliographic information from sources</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to determine if a source is appropriate and accurate in relation to the topic</li> <li>• Explain and provide sample of plagiarism vs. proper citation</li> <li>• Instruct various types of note-taking strategies</li> <li>• Review elements of a bibliographic entry</li> </ul>	

**Essential Question(s):** How do writers apply evidence from text to support conclusions?

**21st Century Skill:** Critical Thinking and Problem Solving

**Writing**

**CCR Anchor Standard:** Research and Build Present Knowledge

**Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Standard:** W.6.9

**Vocabulary:** genre, theme, topic, claim

<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<ul style="list-style-type: none"><li>• After reading text in the different genres, compare and contrast the treatment of similar themes and topics</li><li>• Complete a compare and contrast assignment, analyzing the treatment of similar themes and topics of text from different genres</li></ul>	<ul style="list-style-type: none"><li>• Provide a variety of texts in the different genres for comparison, in terms of themes and topics, including historical novels, fantasy stories, and poems</li><li>• Have students demonstrate understanding of genre by creating a writing product</li><li>• Provide graphic organizers: T-charts, Venn-diagrams</li><li>• Review how to complete a compare and contrast assignment, focusing specifically on how similar themes/topics are portrayed in texts of different genres</li></ul>	
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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”).	<ul style="list-style-type: none"><li>• Cite items to support an author’s claim</li><li>• Assess the strength of author’s claims</li><li>• Write a critique that evaluates the argument and claims made in a text, noting the reasons and evidence used to support the claims</li></ul>	<ul style="list-style-type: none"><li>• Present mini-lesson of fact and opinion<ul style="list-style-type: none"><li>- Include examples</li><li>- Provide credible and non- credible examples</li></ul></li><li>• Guide students in charting of facts and opinions from texts</li><li>• Teach and model how to critique the claims made in a text in writing</li></ul>	
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<b>Essential Question(s):</b> How do writers successfully create text based upon the established time frame, task, purpose and audience?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving			
<b>Writing</b>			
<b>CCR Anchor Standard:</b> Research and Build Present Knowledge			
<b>Anchor Standard 10:</b> 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>Standard:</b> W 6.10			
<b>Vocabulary:</b> time frame			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>• Write using different time frames</li> <li>• Write various genres</li> <li>• Use various writing strategies for different time frames</li> </ul>	<ul style="list-style-type: none"> <li>• Teach how writing varies according to determined time frame, task, purpose, and audience</li> <li>• Demonstrate the use of various graphic organizers for different time pieces</li> </ul>	

**Language Arts Curriculum: Grade 6**  
**Speaking and Listening**

<b>Essential Question(s):</b> How do students express thoughts and ideas in an effective manner?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 1:</b> 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.			
<b>Standard: SL 6.1</b>			
<b>Vocabulary:</b> details, evidence, opinion, prediction, outcome, reflection paraphrase			
<b>Grade Specific Standard</b>		<b>Skills</b>	<b>Procedures and Examples</b>
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.			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<ul style="list-style-type: none"> <li>• Prepare notes, questions, and/or discussion topics</li> <li>• Generate discussion points</li> <li>• Cite evidence from text</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for group discussions</li> <li>• Teach note taking</li> <li>• Teach how to use text to support ideas/positions</li> <li>• Model how to contribute to class discussions - Questions/responses</li> <li>• Use graphic organizer to organize ideas</li> </ul>	
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<ul style="list-style-type: none"> <li>• Follow rules for discussion</li> <li>• Assume a variety of discussion roles</li> <li>• Listen attentively to participants</li> </ul>	<ul style="list-style-type: none"> <li>• Establish rules for discussion and group work that encourage cooperative work</li> <li>• Teach roles that one can take in a discussion</li> <li>• Establish procedures for tracking goals</li> </ul>	
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<ul style="list-style-type: none"> <li>• Ask and respond to discussion questions</li> <li>• Use details when stating ideas/opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Model questioning techniques</li> <li>• Provide a list of sample open-ended questions</li> <li>• Teach how to ask and respond to higher order questions</li> </ul>	
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<ul style="list-style-type: none"> <li>• Restate key ideas from discussion</li> <li>• Evaluate perspectives stated during the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Have students summarize discussion points</li> <li>• Have students reflect on original ideas vs. ideas after the discussion</li> </ul>	

<b>Essential Question(s):</b> How do readers use information presented in diverse formats to determine main ideas and supporting details?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
<b>Standard: SL 6.2</b>			
<b>Vocabulary:</b> media			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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	<ul style="list-style-type: none"> <li>Evaluate the information provided by various forms of media</li> <li>Make connections between different forms of media on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to various forms of media (i.e. internet, video, audio, print)</li> <li>Discuss how the information contributes to a topic, text, or issue under study</li> </ul>	

<b>Essential Question(s):</b> How do listeners evaluate speakers?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Research and Build Present Knowledge</b>			
<b>Anchor Standard 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
<b>Standard: SL 6.3</b>			
<b>Vocabulary:</b> claim, purpose, valid vs. faulty, argument, opinion, evidence			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<ul style="list-style-type: none"> <li>Determine speaker's purpose</li> <li>Evaluate and distinguish between claims made by a speaker (valid vs. faulty and fact vs. opinion)</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of strong and weak arguments</li> <li>Teach and model how to evaluate a speaker's argument</li> <li>Encourage students to support opinion of argument with reasons</li> </ul>	

<b>Essential Question(s):</b> How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 4:</b> 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>Standard: SL 6.4</b>			
<b>Vocabulary:</b> rubric, public speaking			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.	<ul style="list-style-type: none"> <li>• Develop a comprehensive presentation including - purpose, organization, and accurate facts/details</li> <li>• Demonstrate effective public speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Model and provide examples effective public speaking skills</li> <li>• Provide examples of an effective presentation</li> <li>• Provide presentation rubric</li> </ul>	

<b>Essential Question(s):</b> How do students enhance a presentation?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Speaking and Listening</b>			
<b>CCR Anchor Standard: Presentation of Knowledge and Ideas</b>			
<b>Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
<b>Standard: SL.6.5</b>			
<b>Vocabulary:</b> multimedia, visual aids			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<ul style="list-style-type: none"> <li>• Locate relevant multimedia and visual components to enhance presentation</li> <li>• Effectively use multimedia and visuals to support presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Provide list of possible multimedia components</li> <li>• Show examples of visual aids</li> <li>• Provide exemplary samples of presentations</li> </ul>	

**Essential Question(s):** How do students demonstrate command of formal English?

**21st Century Skill:** Critical Thinking and Problem Solving, Communication and Collaboration

**Speaking and Listening**

**CCR Anchor Standard: Presentation of Knowledge and Ideas**

**Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Standard: SL 6.6**

**Vocabulary:** formal English, slang

<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
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6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"><li>• Identify audience and purpose for presentation</li><li>• Use language appropriate to situation</li></ul>	<ul style="list-style-type: none"><li>• Teach characteristics of formal and informal English language (transitions, slang, pronunciation etc)</li><li>• Provide opportunities for use of formal and informal English</li></ul>	
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**Language Arts Curriculum: Grade 6**  
**Language**

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English to convey a message?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Conventions of Standard English</b>			
<b>Anchor Standard 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
<b>Standard: L 6.1</b>			
<b>Vocabulary:</b> pronouns, subjective, objective, possessive, intensive, reflexive, antecedent , number, person			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<ul style="list-style-type: none"> <li>Use personal pronouns in the proper case when speaking and writing</li> <li>Edit writing for the correct use of pronouns in the proper case</li> </ul>	<ul style="list-style-type: none"> <li>Review the rules of pronoun usage.</li> <li>Provide handouts and guided notes</li> <li>Provide usage and editing practice</li> </ul>	
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	<ul style="list-style-type: none"> <li>Use intensive pronouns when speaking and writing</li> <li>Edit writing for the correct use of intensive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Teach the rules of intensive pronoun usage.</li> <li>Provide handouts and guided notes</li> <li>Provide usage and editing practice</li> </ul>	
c. Recognize and correct inappropriate shifts in pronoun number and person.*	<ul style="list-style-type: none"> <li>Avoid the use of shifts in pronouns</li> <li>Edit writing to correct shifts of pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Bring attention to the shift in pronouns.</li> <li>Provide handouts and guided notes</li> <li>Provide usage and editing practice</li> </ul>	
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<ul style="list-style-type: none"> <li>Avoid the use of vague pronouns</li> <li>Edit writing to replace vague pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Review the rules of pronoun usage.</li> <li>Provide handouts and guided notes</li> <li>Provide usage and editing practice</li> </ul>	
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<ul style="list-style-type: none"> <li>Recognize variations from Standard English in speaking and writing.</li> <li>Change variations into Standard English to improve expression</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of Standard English and variations</li> <li>Provide opportunities for students to change speaking and writing samples to Standard English</li> </ul>	

<b>Essential Question(s):</b> How do students effectively use the conventions of standard English mechanics to convey a message?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Conventions of Standard English</b>			
<b>Anchor Standard 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
<b>Standard: L 6.2</b>			
<b>Vocabulary:</b> dash, parentheses, nonrestrictive/parenthetical elements			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	<ul style="list-style-type: none"> <li>Analyze professional, peer, and their own writing to determine the effect of punctuation upon meaning</li> <li>Apply an understanding of the choices and functions among punctuation to set off nonrestrictive elements</li> </ul>	<ul style="list-style-type: none"> <li>Review the use of parenthetical punctuation.</li> <li>Provide handouts and guided notes</li> <li>Provide editing practice</li> </ul>	
b. Spell correctly.	<ul style="list-style-type: none"> <li>Use reference materials: dictionary, spell check, spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>Use grade-appropriate non-familiar words to create a spelling list</li> <li>Review and reinforce use of reference materials</li> <li>Review spelling rules when needed</li> </ul>	

<b>Essential Question(s):</b> How do students use their knowledge of language to communicate effectively and increase understanding?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Knowledge of Language</b>			
<b>Anchor Standard 3:</b> 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.			
<b>Standard: L 6.3</b>			
<b>Vocabulary:</b> tone, style, consistency, sentence patterns, clauses, phrases			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Vary sentence patterns for meaning, reader/listener interest, and style.*	<ul style="list-style-type: none"> <li>Analyze professional, peer, and their own writing or speech to determine the effect various sentence patterns have upon meaning, interest, and style.</li> <li>Vary sentences according to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples of writing or speech and discuss the effect of using varied sentence patterns.</li> <li>Provide practice on varying sentences by: <ul style="list-style-type: none"> <li>- reordering words</li> <li>- adjusting length of sentences</li> <li>- adding words, phrases, or clauses</li> </ul> </li> </ul>	
b. Maintain consistency in style and tone.*	<ul style="list-style-type: none"> <li>Apply an understanding of audience, purpose, and format to determine style and tone</li> <li>Use precise word choice to establish and maintain tone.</li> <li>Strengthen writing by revising sentences for style and tone</li> </ul>	<ul style="list-style-type: none"> <li>Read exemplar text, model/ identify appropriate style and tone shifts</li> <li>Listen to audio form of text for model of tone</li> </ul>	

<b>Essential Question(s):</b> How do students use context clues and word parts to clarify the meaning of unknown words?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 4:</b> 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>Standard: L.6.4</b>			
<b>Vocabulary:</b> context clues, Greek and Latin roots/affixes, reference materials			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</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.			
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.	<ul style="list-style-type: none"> <li>Apply an understanding of the various types of context clues to determine word or phrase meaning</li> <li>Apply an understanding of inference and drawing conclusions to determine word or phrase meaning</li> </ul>	<ul style="list-style-type: none"> <li>Review use of context clues to determine meaning</li> <li>Model how to use context of text to determine meaning</li> </ul>	
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i> ).	<ul style="list-style-type: none"> <li>Apply an understanding of basic word parts as clues to word meaning.</li> <li>Apply an understanding of root word families to determine the meaning of a word</li> </ul>	<ul style="list-style-type: none"> <li>Provide word list based on Greek or Latin affixes and roots</li> <li>Create word wall, class dictionary, word of the day</li> </ul>	
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.	<ul style="list-style-type: none"> <li>Use reference materials, both print and digital, to refine word choices</li> </ul>	<ul style="list-style-type: none"> <li>Review how to use and locate appropriate reference materials</li> <li>Review how to use a pronunciation key in a dictionary</li> </ul>	
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).	<ul style="list-style-type: none"> <li>Apply an understanding of the skills in L.4 a-c to verify word meaning</li> </ul>	<ul style="list-style-type: none"> <li>Consult appropriate reference materials</li> </ul>	

<b>Essential Question(s):</b> How do students demonstrate their understanding of word meaning when making connections between related words?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 5:</b> Demonstrate understanding of word relationships and nuances in word meanings.			
<b>Standard: L 6.5</b>			
<b>Vocabulary:</b> figures of speech: figurative language, cause/effect, personification, critical reading, denotation, connotation, analyze			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g., personification) in context	<ul style="list-style-type: none"> <li>Determine the meaning of figurative language in context</li> <li>Apply knowledge of figurative language to a critical reading of a text.</li> <li>Interpret how figurative language conveys experiences and events</li> <li>Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Define and provide examples of a variety of a figurative language.</li> <li>Ask students- " Why do authors use different types of figurative language?" "How does its use impact the text?"</li> <li>Guide students to identify and interpret the use of figurative language in context</li> </ul>	
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<ul style="list-style-type: none"> <li>Apply an understanding of connections between words according to their relationship</li> </ul>	<ul style="list-style-type: none"> <li>Provide practice for students to determine the connections that exist between words.</li> </ul>	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).	<ul style="list-style-type: none"> <li>Apply an understanding of connotation to judge word choice</li> <li>Discuss how precise words convey experiences and events</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between connotation and denotation</li> <li>Provide and encourage students to use reference materials</li> <li>Create a word wall, class dictionary, Word of the Day, synonym web</li> </ul>	

<b>Essential Question(s):</b> How do student apply their knowledge of the English language to communicate most effectively?			
<b>21st Century Skill:</b> Critical Thinking and Problem Solving, Communication and Collaboration			
<b>Language</b>			
<b>CCR Anchor Standard: Vocabulary Acquisition and Use</b>			
<b>Anchor Standard 6:</b> 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 encountering an unknown term important to comprehension or expression			
<b>Standard: L 6.6</b>			
<b>Vocabulary:</b> N/A			
<b>Grade Specific Standard</b>	<b>Skills</b>	<b>Procedures and Examples</b>	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>• Use grade appropriate language and vocabulary at a level of proficiency</li> <li>• Independently use standard English to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Model appropriate standard English</li> <li>• Provide speaking and writing opportunities during which students can strength command of standard English</li> </ul>	