

Grade 6 ELA



Priority Standards and Instructional Unit 1

6th Grade Reading and Writing

Unit 1: Foundations of Argumentation

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

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

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| RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Priority Standard |
| RL.6.4 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. | Supporting Standard |
| **Teacher preference on Determination of Unit RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation. | Supporting Standard |
| **Teacher preference on Determination of Unit RL.6.10 By the end of the year, flexibly use a variety of comprehension strategies (ie., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. | Supporting Standard |
| RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Priority Standard |
| RI.6.5 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. | Supporting Standard |
| RI.6.6 Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text. | Supporting Standard |
| RI.6.8 Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims. | Priority Standard |
| **Teacher preference on Determination of Unit RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e, questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. | Supporting Standard |
| C.6.1 Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text. | Priority Standard |

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| <p>d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | |
| <p>**Teacher preference on Determination of Unit</p> <p>C.6.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.</p> | Supporting Standard |
| <p>**Teacher preference on Determination of Unit</p> <p>C.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.</p> | Supporting Standard |
| <p>**Teacher preference on Determination of Unit</p> <p>C.6.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> | Supporting Standard |
| <p>L.6.2a When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> | Priority Standard |
| <p>L.6.2b When writing: b. Demonstrate appropriate use of strategies to identify and correct spelling errors</p> | Supporting Standard |

Grade 6 ELA



Priority Standards and Instructional Unit 2

6th Grade Reading and Writing

Unit 2: Informational

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

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| RL.6.2 Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary | Priority Standard |
| **Teacher Preference on Determination of Unit RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation. | Supporting Standard |
| **Teacher Preference on Determination of Unit RL.6.10 By the end of the year, flexibly use a variety of comprehension strategies (ie., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. | Supporting Standard |
| RI.6.2 Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. | Priority Standard |
| RI.6.3 Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. | Supporting Standard |
| RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. | Priority Standard |
| RI.6.5 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. | Supporting Standard |
| **Teacher Preference on Determination of Unit RI.6.7 Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. | Supporting Standard |
| RI.6.9 Compare/contrast how two or more authors present similar events. | Priority Standard |
| C.6.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain formal style g. Provide a concluding statement or section that follows from the information or explanation | Priority Standard |

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| presented. | |
| **Teacher Preference on Determination of Unit C.6.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. | Supporting Standard |
| **Teacher Preference on Determination of Unit C.6.5 Conduct short research projects to answer a question, drawing on several sources. | Supporting Standard |
| **Teacher Preference on Determination of Unit C.6.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. | Supporting Standard |
| L.6.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone. | Supporting Standard |
| L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array 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. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Supporting Standard |

Grade 6 ELA



Priority Standards and Instructional Unit 3

6th Grade Reading and Writing

Unit 3: Narrative

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

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| <p>RL.6.2 Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.</p> | Priority Standard |
| <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.</p> | Priority Standard |
| <p>RL.6.4 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.</p> | Priority Standard |
| <p>RL.6.5 Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> | Supporting Standard |
| <p>RL.6.6 Explain how an author develops the perspective of the narrator or speaker in a text.</p> | Supporting Standard |
| <p>**Teacher Preference on Determination of Unit RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation.</p> | Supporting Standard |
| <p>**Teacher Preference on Determination of Unit RL.6.9 Compare/contrast how various forms or genres of texts approach a similar theme or topic.</p> | Supporting Standard |
| <p>**Teacher Preference on Determination of Unit RL.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.</p> | Supporting Standard |
| <p>**Teacher Preference on Determination of Unit RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> | Priority Standard |
| <p>**Teacher Preference on Determination of Unit RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p> | Supporting Standard |
| <p>C.6.3 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.</p> | Priority Standard |

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| <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</p> <p>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | |
| <p>**Teacher Preference on Determination of Unit</p> <p>C.6.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.</p> | Supporting Standard |
| <p>**Teacher Preference on Determination of Unit</p> <p>C.6.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> | Supporting Standard |
| <p>L.6.2a When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> | Priority Standard |
| <p>**Teacher Preference on Determination of Unit</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest and style.</p> <p>b. Maintain consistency in style and tone.</p> | Supporting Standard |
| <p>L.6.5 Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including but not limited to personification, in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p> | Supporting Standard |

Grade 6 ELA



Priority Standards and Instructional Unit 4

6th Grade Reading and Writing

Unit 4: Argumentative

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

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| RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Priority Standard |
| RL.6.5 Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. | Supporting Standard |
| **Teacher Preference on Determination of Unit RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation. | Supporting Standard |
| **Teacher Preference on Determination of Unit RL.6.10 By the end of the year, flexibly use a variety of comprehension strategies (ie., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently. | Supporting Standard |
| RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Priority Standard |
| RI.6.6 Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text. | Supporting Standard |
| RI.6.8 Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims. | Priority Standard |
| C.6.1 Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Priority Standard |
| **Teacher Preference on Determination of Unit C.6.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. | Supporting Standard |
| **Teacher Preference on Determination of Unit C.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation. | Supporting Standard |

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| <p>**Teacher Preference on Determination of Unit</p> <p>C.6.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> | <p>Supporting Standard</p> |
| <p>L.6.1 In both written and oral expression:</p> <p>a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.</p> <p>b. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>c. Recognize variations from standard English and implement strategies to improve expression in conventional language.</p> | <p>Supporting Standard</p> |
| <p>L.6.2 When writing:</p> <p>a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> | <p>Priority Standard</p> |
| <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>Supporting Standard</p> |