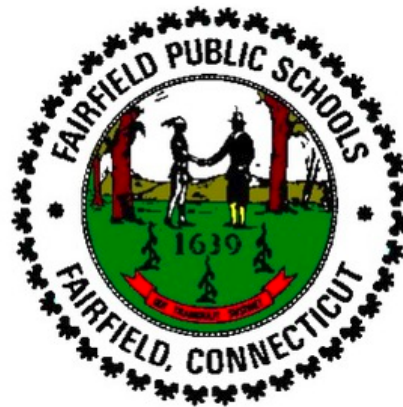


Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking and Listening, Language

Grade 6



Grade 6 English Language Arts: Description

The goal of the Fairfield Public Schools English/Language Arts curriculum is to cultivate the reading and writing lives of all of our students.

Students in the Fairfield Public Schools are immersed in literacy through rich and rigorous learning experiences. Fairfield's comprehensive sixth grade Language Arts curriculum consists of all the aspects of communication including reading, writing, usage and mechanics, grammar, speaking and listening, vocabulary, and research.

As sixth graders enter middle school they continue to develop as avid readers and writers. In this process, they will internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. The 6th grade reader deepens their knowledge of texts by: analyzing literary components, examining text structures, developing vocabulary knowledge through context, and applying literary lenses. Some of the authors that the 6th graders study include: Doris Lessing, Ray Bradbury, Issac Bashevis Singer, Billy Collins, Robert Frost, Emily Dickinson, Tony Cade Bambara, Sandra Cisneros, and Jerry Spinelli.

Sixth grade writers develop their competency in many types of writing including: narrative, informational, and argumentative forms. Students deepen their knowledge of the essential skills of the writing process: planning for intended audiences and purposes, studying exemplary texts, drafting, elaborating, revising, reimagining, and editing for precision.

This course demands increased application of developing literacy skills and intellectual reasoning.

Grade 6 English Language Arts: Overview

Central Understandings	Course Essential Questions
<ul style="list-style-type: none">• Students comprehend and respond in literal, critical, and evaluative ways to a variety of complex texts that are read, viewed, and heard.• Students express, develop, and substantiate ideas and experiences through their own writing, artistic productions, and researched presentations.• Students listen actively, synthesizing the ideas of others, and responding appropriately to generate meaningful discourse.• Students adhere to the language and conventions of Standard English.	<ul style="list-style-type: none">• How do I become part of a community of readers and writers?• How do readers vary reading strategies according to purposes for reading and the nature of the text?• How do writers use the writing process as a tool for developing and expressing ideas in a variety of forms?• What are the elements of an effective argument?• How do writers formulate a claim?• How do I do a “close-reading” of a visual text?• How do readers transfer effective, efficient reading strategies and practices to preparing to take tests?• How do readers synthesize information in order to answer short-answer, open-ended questions?• How do readers and writers use strategies to deepen their understanding of poetry as well as write poems?• How do I support my personal interpretation of text?• How do readers make generalizations and draws conclusions about issues encountered in texts?• How do readers make connections among texts, recognizing similarities of themes and issues?• How do literary elements: fiction--plot, character, setting, theme, foreshadowing, and etc. combine to create meaning?• How do readers collaborate to appreciate multiple perspectives and use those perspectives to shape interpretation?• How do grammar, usage, and mechanics impact a writer’s message?• How do I evaluate the strengths and weaknesses of my own literacy growth and development?

Grade 6 Language Arts: Overview

Grammar, Usage, Mechanics, and Vocabulary:

Grammar, usage, and mechanics concepts and skills that are to be taught during the 6th grade year are outlined in the grammar scope and sequence, and are aligned to meet Connecticut Core Standards for Language. New concepts include, but are not limited to: ensuring that subjective, objective, possessive pronouns are in the proper case; recognize and correct inappropriate shifts in pronoun number and person; recognize and correct vague pronouns; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; and maintain consistency in style and tone. Students are expected to follow MLA formatting rules for all formal writing.

Vocabulary study is systematic, designed by teachers, and embedded into each unit of study. The focus is on Tier 2 words – wide ranging words of high utility for literate language users. These are words that are more characteristic of written language and not so common in oral language/conversation (Hayes & Ahrens 1988). Further, students are taught advanced “word attack” strategies that include using context clues and using grade appropriate Greek or Latin affixes and roots to determine the meaning of a word. Vocabulary study also includes Tier 3 words – domain specific words that are germane to the study of literature (e.g. *alliteration, assonance, diction*, etc). Lists of these Tier 3 words are developed before each unit.

The Portfolio

The Fairfield Public Schools value active and self-reflective learning. To that end, all 6th graders assemble a culminating portfolio – a purposeful collection of their work that demonstrates their growth and progress as readers, writers, and thinkers over time. Students also write a final reflection of their academic development throughout their 6th grade year. This final portfolio is sent home and students review their work with their parents. This culminating portfolio is then sent on to the student’s 7th grade Language Arts teacher. As students begin their 7th grade year, this portfolio serves as a valuable resource for both student and teacher as they collaborate on setting reading and writing goals for the coming year.

Teacher Resources

Mastering the Mechanics Grades 6-8 by L. Hoyt and T. Therriault
Image Grammar, 2nd Edition by H. Noden
Nitty Gritty Grammar Book by E. Fine and J. Josephson
Words, Words, Words Teaching Vocabulary 4-12 by J. Allen
Bringing Words to Life: Robust Vocabulary Instruction by I. Beck, M. McKeown, and L. Kucan
E.D. Hirsch’s Core Knowledge® Sequence: List of Latin and Greek Words for Grade 6

Grade 6 Language Arts: Year-at-a-Glance

Unit	Reading Focus	Writing Focus	Grammar/Usage/Mechanics Focus	Summative Assessments
Launch	Habits and dispositions: Establishing the Reader's Notebook	Habits and dispositions: Establishing the Writer's Notebook	Review and Diagnostics	Revised Reader's Response
Exploring Short Texts with Close Reading	Focus on annotating texts for close reading with an emphasis on where and why to pause and reread for deeper meaning; creating text-dependent questions	Argument Writing - Taking a stance on reading and developing a literary essay	End punctuation Compound Sentences	Published Literary Essay
				Reading Comprehension Assessment
Analyzing the Development of Complex Characters Across Time and Texts	Analyzing character change in text and film: Point of view and Narrative Perspective	Narrative Writing – defining a character: Crafting Point of view and Narrative Perspective	Comma: with conjunctions in compound sentences Introductory elements Parentheticals	Published Fictional Narrative
Nonfiction Reading: Navigating Expository, Narrative, and Hybrid Texts	Analyzing the structures of Informational Texts: Point of view, perspective, and bias	Argument writing: taking a stance, developing a claim	Verb Tenses: Present, past, and future interrupters	Published Informational (Opinion) Essay
Interpreting Texts across various mediums	Analyzing structural and thematic patterns in literary texts and visual texts	Informational Essay – comparing themes across mediums	Pronouns and antecedents Apostrophe: single possessive nouns	Literary Essay Performance Task
				Reading Comprehension Assessment
Reading Short Texts and Writing On Demand: Test Prep	Responding to reading comprehension questions	Writing in a timed situation	Review of SBAC grammar, usage, and mechanics	
Poetry	Reading and analyzing the form and structure of poetry	Writing poetry	Verbs: linking and Auxiliary Comma with closing element	Published poems incorporating various

			Homophones	mediums (art, music, technology)
Reading and Writing Through the Lens of Social Issues	Analyzing issues that characters face in texts	Informative Writing – creative non-fiction about <i>ideas</i> in the text	Apostrophe: Plural Possessive nouns Gerunds	Informative Essay – the PSA; Creative non-fiction
				Reading Comprehension Assessment
Reflection	Evaluate contents of literacy folder to determine portfolio entries.	Written self-reflective	Review and self-assessment	Final Portfolio

Launch

Overview

In this unit, students will be inspired to take charge of their reading and writing life in new and exciting ways by developing *Intellectual Independence*. We want our students to be internalizing the strategies they have practiced and applied extensively in prior school years. Students should begin to reflect on what kind of readers they are and be instructed in strategies and routines for monitoring their reading growth. The launch will be a time for teachers to assess all students on comprehension and fluency. Teachers also can use this time to preview future units. Most importantly, the launch is a time for teachers to inspire their students about the good work ahead.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Stress the importance of stamina• Make appropriate book choices• Take charge of reading by using tracking systems• Carry forward reading expertise• Demonstrate evidence of thinking while reading• Talk with focus and purpose about reading	<ul style="list-style-type: none">• Establish routines• Develop stamina in the writer's notebook• Generate writing ideas• Produce several entries in the writer's notebook as an outcome of the unit	<ul style="list-style-type: none">• End punctuation• Unit specific vocabulary• Vocabulary "word attack" skills (roots, reminds me of, prefixes, etc.)

Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details:

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 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.

Craft and Structure:

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

RL.6.5 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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

WRITING

Text Types and Purposes

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing:

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 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.

W.6.6 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.

SPEAKING & LISTENING

Comprehension and Collaboration:

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas:

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English:

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly.

Knowledge of Language:

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use:

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 a range of strategies.

L.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.4c 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.

L.6.4d 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).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a Interpret figures of speech (e.g., personification) in context.

L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.6.6 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.

Exploring Short Texts with Close Reading

Overview

In this unit, students are taught to “read between the lines,” where they will learn how to withhold judgment, and to understand that their initial reading of a text, and initial understanding is partial. In increasingly complex texts and stories, characters change over time, or sometimes they reveal these changes gradually. Students will also work on *imagining* scenes in their stories, as well as the scenes that come between scenes.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Focus on annotating texts for close reading with an emphasis on where and why to pause and reread for deeper meaning; creating text-dependent questions• Read for subtext, as well as for text• Envision texts - pay attention to details in the story and filling in with more imagined sights, sounds, and atmosphere• Be alert to shifts in time and place• Persist through challenging texts	<ul style="list-style-type: none">• Argument Writing• Take a stance on reading and developing an argument• Gather literary evidence• Articulate reasoning (logic)• Craft intriguing introductions• Embed evidence• Craft conclusions and recommendations	<ul style="list-style-type: none">• End punctuation• Compound Sentences• Unit specific vocabulary• Vocabulary “word attack” skills (roots, reminds me of, prefixes, etc.)

Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 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.

Craft and Structure

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

RL.6.5 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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

WRITING**Text Types and Purposes**

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 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.

W.6.6 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.

SPEAKING & LISTENING**Comprehension and Collaboration**

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly.

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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 a range of strategies.

L.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.4c 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.

L.6.4d 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).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a Interpret figures of speech (e.g., personification) in context.

L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.6.6 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.

Analyzing the Development of Complex Character Across Time and Texts

Overview

In this unit, students engage in the thoughtful analysis of characters. Building from their understanding of characterization and character traits, 6th graders dig deeper to analyze the ways that complex characters change and develop as elements of the plot unfold. Readers will learn to annotate texts as a means to identify points in the text that help them get to know a character. Students will be taught to cite the specific spots in the book that support their observations and analysis about a character and the inferences they draw from a particular text

In this unit, readers will benefit from the intellectual support of book club conversations, learning to use their book club buddies to build collaborative interpretations. In this unit, readers will be accountable for their collaborative reading work. Club members need to help each other get started, explain what they know, and then talk regularly as the story is unfolding about their observations, expectations, and interpretations. This unit aims to support students in developing into more powerful readers of complicated texts.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none"> • Understand and visualize the setting as a precursor to making inferences about character • Identify character motivation • Analyze point-of-View • Recognize empathy • Make predictions about characters • Track the ways that a character changes throughout the course of a text 	<ul style="list-style-type: none"> • Use mentor texts to learn and apply craft techniques to lift the quality of their writing (reading like a writer) • Select a <i>SEED</i> idea that will become a published piece • Apply grade-level narrative craft elements • Draft effective leads • Work in partnerships to share their drafts (provide and receive feedback) 	<ul style="list-style-type: none"> • Comma: with conjunctions in compound sentences • Introductory elements • Parentheticals • Unit specific vocabulary • Vocabulary “word attack” skills (roots, reminds me of, prefixes, etc.)

Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 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.

Craft and Structure

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

RL.6.5 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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

WRITING

Text Types And Purposes

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a 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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 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.

W.6.6 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.

SPEAKING & LISTENING

Comprehension and Collaboration

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly.

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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 a range of strategies.

L.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.4c 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.

L.6.4d 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).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a Interpret figures of speech (e.g., personification) in context.

L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.6.6 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.

Nonfiction Reading: Navigating Expository, Narrative, and Hybrid Texts

Overview

In this unit, students will analyze informational texts including expository texts and narrative nonfiction. The unit begins with an emphasis on expository texts with specific instruction in expository text structures. The unit spotlights the skills of determining importance, finding the main ideas and supportive details, summary, synthesis, and reading to learn. Students are taught how to increase their expertise with interpretation, cross-text comparisons, synthesis, research, and nonfiction projects. For students to be able to ascertain the big ideas in a nonfiction text in such a way that they can summarize as well as think critically about them, they need to grasp the text’s infrastructure of ideas and supporting details.

Later, students are introduced to narrative nonfiction, and the focus shifts to analyzing the ways in which expository and narrative texts differ in structure. Students then apply these strategies to their own writing by writing an opinion essay on a topic.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none"> • Identify the structures of non-fiction texts (chunking) • Choose appropriate texts and read with stamina • Grasp the main idea in nonfiction texts • Share our analysis and understanding of the main idea in a text • Monitor and adjusting reading strategies for more complex texts • Apply reading strategies for fictional texts to narrative nonfiction (character/narrator) • Seek underlying ideas in narrative non-fiction • Identify patterns in narrative nonfiction • Independently practice active reading 	<ul style="list-style-type: none"> • Use strategies to generate potential ideas for informational/opinion writing • Create a plan for writing the informational/opinion essay • Gather information and evaluate the relevance of this information • Consider the specific audience for their writing • Combine ideas in meaningful ways (may address variety of sentences) • Draw upon reading and personal experiences to develop ideas for informational writing • Support ideas with evidence including direct quotations, data, facts, and definitions. 	<ul style="list-style-type: none"> • Verb Tenses: Present, past, and future • Interrupters • Unit specific vocabulary • Vocabulary “word attack” skills (roots, reminds me of, prefixes, etc.)

<p>strategies with independent reading on a daily basis. (summarizing, predicting, visualizing, and note-taking)</p> <ul style="list-style-type: none"> • Use student questions to guide whole-class discussion and annotation of shared text 	<ul style="list-style-type: none"> • Utilize text structures to enhance clarity • Consider and implement the most effective point of view for our writing • Write provocative leads that acknowledge the situation and necessitates action. • Craft effective conclusions that sum up important points. • Use a consistent, personal voice • Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely 	
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Connecticut Core Standards Emphasized in the Unit

<p>READING</p> <p>Key Ideas and Details</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 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.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>Craft and Structure</p> <p>RI.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> <p>RI.6.5 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.</p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>WRITING</p> <p>Text Types And Purposes</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,</p>
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organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 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.

W.6.6 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.

SPEAKING & LISTENING

Comprehension and Collaboration

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims

that are not.

Presentation of Knowledge and Ideas

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly.

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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 a range of strategies.

L.6.4a 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.

- L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- L.6.4c** 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.
- L.6.4d** 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).
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a** Interpret figures of speech (e.g., personification) in context.
- L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
- L.6.6** 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.

Interpreting Themes and Ideas Across Mediums

Overview

As students encounter more challenging texts, their understandings of the major elements of these texts are deepened as they make connections across texts, including connections to visual texts. In this unit, students will analyze how themes, and archetypal thematic patterns are crafted in interpreted in different forms and genres.

As the unit progresses, students learn to write a sophisticated comparative literary essay about two texts exploring their insights and understanding.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Analyze structural and Thematic Patterns across texts• Compare texts considering similarities and patterns in these texts• Explore and analyzing how different authors interpret and larger idea• Analyze the differences within two texts and explore how those differences affect the stories' meanings• Explain how the characters, events, and issues in texts cause us to think differently about their own lives• Examine craft and structure of visual texts• Understand cuing systems in complex texts	<ul style="list-style-type: none">• Use strategies to generate ideas about a character (lists, free writes, sketches, character maps, t-charts)• Compare our thinking from the beginning of a text to the end of the text• Consider the specific audience for our writing• Apply our understanding of essay structure• Combine ideas in meaningful ways (may address variety of sentences)• Develop a controlling idea to organize our writing• Formalize our controlling idea into a thesis statement• Support our ideas with solid evidence• Consider and implement the most effective point of view for our writing• Write provocative leads which acknowledge the situation which	<ul style="list-style-type: none">• Pronouns and antecedents• Apostrophe: single possessive nouns• Unit specific vocabulary• Vocabulary “word attack” skills (roots, reminds me of, prefixes, etc.)

	<p>necessitates action</p> <ul style="list-style-type: none"> • Use a consistent, personal voice • Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely 	
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Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 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.

Craft and Structure

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

RL.6.5 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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7 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.

RL.6.9 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.

WRITING

Text Types and Purposes

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a 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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 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.

W.6.6 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.

SPEAKING & LISTENING

Comprehension and Collaboration

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly.

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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 a range of strategies.

L.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.4c 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.

L.6.4d 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).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a Interpret figures of speech (e.g., personification) in context.

L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.6.6 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.

Reading Short Texts and Writing On Demand: Test Prep

Overview

This micro-unit is to prepare students for the upcoming SBAC assessments for reading and writing. A major aim of this unit is to support students in bringing forward strategies for each genre that they have been taught throughout the year.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">Review of test taking Reading Strategies	<ul style="list-style-type: none">Review of timed writing strategies	<ul style="list-style-type: none">Review SBAC Grammar and usage

Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 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.

Craft and Structure

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

RL.6.5 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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7 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.

RL.6.9 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.

WRITING

Text Types and Purposes

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a 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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 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.

W.6.6 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.

SPEAKING & LISTENING

Comprehension and Collaboration

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly.

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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 a range of strategies.

L.6.4a 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.

L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.4c 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.

L.6.4d 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).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5a Interpret figures of speech (e.g., personification) in context.

L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

L.6.6 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.

Poetry

Overview

This unit of study on reading and writing poetry will teach young writers to read and write with an ear for appreciating the pace and rhythm of words, and to care not only about their topics but also about the way they write about those topics. Poetry can teach adolescents to deliberately craft language, trying things on the page with purpose, hoping to create special effects. Poetry can encourage students to see the world with fresh eyes, to describe exactly what they see and hear and feel. Poetry helps teach young writers that a small craft move can create a big impact.

Students will read and analyze poems at increasingly deeper levels. Students will put poetry alongside other texts (print and non-print) to analyze ideas across texts. Poetry provides our students with a vehicle to write and read across genres, strengthening their ability to think critically.

*Work of the eyes is done now
go and do heartwork....* Rainer Maria Rilke

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Read poems aloud multiple times and with varied voices or points of view• Analyze the structures of poetry• Apply close reading techniques to poetry (Who is the speaker/narrator. What is happening, favorite lines, questions, images – what are they and why are they being included, who is the audience, how does the title match the poem, how does the poem look and why, tone, etc.)• Look across texts and genres	<ul style="list-style-type: none">• Explaining ideas developed through reading focus• Informative essay exploring a theme expressed in a poem• Imitate the form and structure of poetry• Maintain focus in their writing• Use a consistent, personal voice in their writing• Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely	<ul style="list-style-type: none">• Verbs: linking and Auxiliary• Comma with closing element• Homophones• Unit specific vocabulary• Vocabulary “word attack” skills (roots, reminds me of, prefixes, etc.)

<p>(analyze/synthesize multiple poems/texts, consider similar themes/ideas in different texts, consider how similar themes are handled differently in different texts, compare the experience of listening to a poem to that of reading one, compare poems with music, art, video</p> <ul style="list-style-type: none"> • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed, and demonstrate understanding of multiple perspectives • Discuss using evidence from the text to back up ideas 		
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Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 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.

Craft and Structure:

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

RL.6.5 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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7 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.

RL.6.9 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.

WRITING

Text Types and Purposes

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a 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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 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.

W.6.6 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.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English

- L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1b** Use intensive pronouns (e.g., *myself*, *ourselves*).
- L.6.1c** Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b** Spell correctly.

Knowledge of Language

- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3a** Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b** Maintain consistency in style and tone.

Vocabulary Acquisition and Use

- 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 a range of strategies.
- L.6.4a** 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.
- L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- L.6.4c** 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.
- L.6.4d** 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).
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a** Interpret figures of speech (e.g., personification) in context.
- L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*,

economical, un wasteful, thrifty).

L.6.6 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.

Reading and Writing Through the Lens of Social Issues

Unit Overview

This unit encourages readers to shift from reading for plot toward reading for ideas. Social issues book clubs ask readers to read and revisit books, thinking about the ways in which the books address themes and ideas. Students are asked to think about ways books are similar and different, one book to/from the next. This unit not only teaches students to think between and among texts they read, it also invites students to think between the text and their lives; social issues book clubs encourage children to see that reading can help us deal with the issues of our lives. All of this work actively supports intertextuality

Students will develop an argumentative piece of writing to demonstrate an understanding of social issues.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none"> • Compare their struggles, values, and groups with those of characters in text • Identify and draw inferences about social issues in text • Read and analyze texts through multiple lenses • Explain how and why authors develop the point of view of the narrator/speaker • Have thoughtful discourse around social issues and revise and refine thinking. • Support ideas in conversation with evidence from text • Identify and analyze issues across texts and media (including informational text). • Take a stand on and respond to a social issue • Analyze impact of language on meaning 	<ul style="list-style-type: none"> • Compare and contrast how authors develop similar themes • Write an explanatory essay to demonstrate understanding of social issues • Maintain focus in their writing. • Use a consistent, personal voice in their writing • Revise and editing work carefully to eliminate errors and communicate ideas clearly and concisely • Rely on partners to help us edit and revise our work 	<ul style="list-style-type: none"> • Apostrophe: Plural Possessive nouns • Gerunds • Unit specific vocabulary • Vocabulary “word attack” skills (roots, reminds me of, prefixes, etc.)

<p>and tone</p> <ul style="list-style-type: none"> • Use the language/vocabulary that represents their issue (Tier 3 vocabulary) • Analyze impact of language on meaning and tone 		
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Connecticut Core Standards Emphasized in the Unit

READING

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 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.

Craft and Structure

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

RL.6.5 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.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

WRITING

Text Types and Purposes

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3a 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.

W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5 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.

W.6.6 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.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.6.1 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.

SL.6.1a 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.

SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 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.

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly.

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3b Maintain consistency in style and tone.

Vocabulary Acquisition and Use

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 a range of strategies.

L.6.4a 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.

- L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- L.6.4c** 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.
- L.6.4d** 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).
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a** Interpret figures of speech (e.g., personification) in context.
- L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
- L.6.6** 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.

Reflecting on our Growth as Readers and Writers – Making Plans for Summer Literacy

Overview

Reading and writing truly does change the way that we look at the world. At the end of the year, student will formally reflect on their progress as readers, writers, and thinkers by asking two important questions:

1. Who am I now, at the end of the school year, as a reader and a writer?
2. How can I tell the story of my growth as a reader and a writer?

The end of the year is an important time for students, parents, and teachers to celebrate achievements – this unit proves the opportunity to do just that. During this unit, students review reading logs and notebooks as well as their writing folders to identify specific examples of how their reading and writing lives have developed.

Research demonstrates that the single best predictor of reading achievement is the amount of time spent reading. Therefore, as the school year comes to a close, this is an important time for students to craft plans for their reading and writing lives over the summer. Students consider where they might read and write, what they plan to read and write, and how much time they plan to spend reading and writing. These plans are discussed with teachers and parents and students decide on ways to measure the successful implementation of their plans.

The concluding lesson for all students is that one of the best ways to keep their summer reading lives exciting is to be passionate about whatever it is they plan to read.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none">• Evaluate contents of literacy folder to determine portfolio entries• Create a portfolio that demonstrates progress towards literacy goals and evidence of growth• Articulate their evolution as writers and readers by sharing their portfolio with	<ul style="list-style-type: none">• Write a self-reflective piece in which they analyze the ways in which they use language effectively, appropriately, and conventionally and the ways in which they have to grow in their effective, appropriate, and conventional use of language	<ul style="list-style-type: none">• Review of major concepts

<p>parent/guardian</p> <ul style="list-style-type: none"> Analyze independently a theme common to more than one text Provide textual evidence to support interpretations of themes in their independent reading Choose personally challenging independent reading selections and reflect upon these choices Create personal meaning from their independent reading 		
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Connecticut Core Standards Emphasized in the Unit
<p>READING</p> <p>Key Ideas and Details</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.6.3 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.</p> <p>Craft and Structure</p> <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> <p>RL.6.5 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.</p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>WRITING</p> <p>Text Types and Purposes</p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,</p>

organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2b Spell correctly.

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Vocabulary Acquisition and Use

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L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.4c 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.

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