

6th Grade

Instructional Focus:

Reading Standards for Literature

| Standard | Objective | Examples |
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| 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. | <ul style="list-style-type: none"> • Cite specific evidence (examples, quotations, detail, and dialogue) in text to support analysis of explicit meaning. • Cite evidence (examples, quotations, detail, and dialogue) in text to support inferences/predictions about characters, setting, or plot. | <ol style="list-style-type: none"> 1. Two Column notes with inferences supported by textual evidence 2. Indicate in a passage 3. Main Idea-Underlined 4. Explicit evidence-highlighted 5. Implicit evidence-written in margin 6. Create an inference web |
| RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text. | <ul style="list-style-type: none"> • Identify a theme of a text, using specific details. • Identify the main idea of a text, using specific details. • Explain how particular details contribute to a theme or central idea of a text. • Paraphrase/summarize main ideas or events in correct sequence of a text. | <ol style="list-style-type: none"> 1. Create a timeline 2. Create a plot diagram 3. Track developmental changes through the use of graphic organizers. |
| 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 or as the narrative advances. | <ul style="list-style-type: none"> • Identify the parts of the plot (exposition, rising action, climax, falling action, resolution) of a story/drama, and its effect on characters. • Analyze how characters respond to different parts of the plot. • Determine if characters are static or dynamic. • Identify cause and effect. | <ol style="list-style-type: none"> 1. Create a timeline 2. Create a plot diagram 3. Use graphic organizers to determine how particular episodes may trigger various responses in characters. |
| 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. | <ul style="list-style-type: none"> • Use context clues/knowledge of word parts/parts of speech to determine the meaning of words and phrases. • Interpret figurative language/expressions. • Identify the connotative meaning of words and phrases. • Analyze the effect of word choice on meaning and tone. | <ol style="list-style-type: none"> 1. Create a word map 2. Explore word choice impact 3. Use knowledge of root words, prefixes, suffixes and parts of speech to gain meaning 4. Re-read and read ahead to gain meaning 5. Use relationships between words to further understanding 6. Explain how word choice and sentence structure are used to achieve specific effects (tone, voice and mood) |
| RL.6.5 Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot. | <ul style="list-style-type: none"> • Analyze how a sentence, chapter, scene, or stanza fits into a particular text structure. • Analyze how those components contribute to the development of the characters, theme, setting, or plot. | <ol style="list-style-type: none"> 1. Summarize chapters on notecards for students that have not read the chapter. Students put chapter summaries in order. 2. Use supplemental source, such as www.poets.org to explore multiple genres, literary periods, etc. |
| RL.6.6 Determine author's purpose and explain how an author develops the point of view of the narrator or | <ul style="list-style-type: none"> • Identify author's purpose. • Analyze how format, text features, and key ideas reflect author's purpose. | <ol style="list-style-type: none"> 1. Create a RAFT chart Role Audience Format |

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| speaker in a text. | <ul style="list-style-type: none"> • Explain how an author develops the point of view of the narrator or speaker in a text. • Analyze how words, punctuation, and emphasis on ideas reflect point of view. | <p style="text-align: center;">Topic</p> <ol style="list-style-type: none"> 2. Introduce articles that have a strong bias, discuss author’s intent or purpose whole group or in small groups. |
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Integration of Knowledge and Ideas

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| 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 (e.g., Shiloh). | <ul style="list-style-type: none"> • Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing and audio, video, or live version of the text. • Contrast independent reading to text presented in an audio or visual version. | <ol style="list-style-type: none"> 1. Use a graphic organizer to compare and contrast the reader/listener/viewer experience interacting with the text by either reading the book, listening to an audio recording or viewing a movie version of the text. |
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| 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. | <ul style="list-style-type: none"> • Compare and contrast similar themes and topics across a variety of genres. | <ol style="list-style-type: none"> 1. Use a Venn diagram or other graphic organizer to record and compare and contrast author’s message, theme, and topics in different genres. 2. Pair sections of non-fiction text with fiction texts. |
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Range of Reading and Level of Complexity

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| RL.6.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> • Read and comprehend a variety of literature ranging from an upper grade 5 to grade 7 level of complexity. • Read and comprehend literature from a variety of cultures. | <ol style="list-style-type: none"> 1. Vary literature choices for student assignments to include different genres, cultures and text complexity. 2. Literature Circles and discussion 3. Provide varied text interaction modes, such as paired, group, individual, etc. |
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Reading Standards for Informational Text

Key Ideas and Details

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| RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> • Paraphrase key details or information. • Cite specific evidence in text to support analysis of explicit and implicit meaning. • Explain inferences, conclusions, predictions, and generalizations by citing evidence from the text. | <ol style="list-style-type: none"> 1. Two Column notes with inferences supported with textual evidence 2. Indicate in a passage <ul style="list-style-type: none"> ○ Main Idea-Underlined ○ Explicit evidence-highlighted ○ Implicit evidence-written in margins |
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| RI.6.2 Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text. | <ul style="list-style-type: none"> • Distinguish between key details and minor details. • Explain how the central idea is conveyed through particular details (subjective/objective). • Paraphrase/Summarize the central idea or events, in correct sequence when necessary | <ol style="list-style-type: none"> 1. Highlight repeated key words in a given passage 2. Students paraphrase complex text either orally or in writing 3. Use graphic organizer that shows main idea and supporting details. |
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| RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). | <ul style="list-style-type: none"> • Identify key individuals, events, or ideas. • Explain how key individuals, events, or ideas are introduced, illustrated, and elaborated on in a text. | <ol style="list-style-type: none"> 1. Stop and Think (chunking) <ol style="list-style-type: none"> a. Read text to predetermined stopping points. Students b. Process their learning by writing key words, phrases, sentences or drawing pictures to track information. c. Create a timeline. |
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| Craft and Structure | | |
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| <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> | <ul style="list-style-type: none"> • Use context clues/knowledge of word parts/parts of speech to determine the meaning of words and phrases, including technical. • Interpret figurative language/expressions. • Distinguish differences in meaning between literal and figurative language. • Identify the connotative/denotative meaning of words and phrases. • Explain why an author chose particular words and how it affects meaning. | <ol style="list-style-type: none"> 1. Mapping the meaning 2. Use a graphic organizer with a significant word in the middle, student web images, emotions and definitions of that word to analyze impact of word choice. |
| <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> | <ul style="list-style-type: none"> • Analyze how the organizational structure of a text relates to the purpose. • Analyze how individual parts relate to the overall text structure. • Analyze and explain how a sentence, paragraph, chapter, or section of a text supports the identified purpose, main idea, or development of ideas. • Identify the appropriate order of sentences, paragraphs, chapters, or sections from introduction to conclusion to build an idea. | <ol style="list-style-type: none"> 1. Examine a variety of structures to determine purpose of text (sequence, cause and effect, expository, etc.) 2. Given pieces of text that are out of order, students will organize in a logical sequence. |
| <p>RI.6.6 Determine an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.</p> | <ul style="list-style-type: none"> • Identify an author’s purpose within sections of a text. • Identify an author’s point of view within sections of a text. • Analyze how format, text features, and key details reflect an author’s purpose. • Analyze how word choice, punctuation, and emphasis on ideas reflect an author’s point of view | <ol style="list-style-type: none"> 1. Questioning the author 2. Compare and contrast 2 or more different articles from different authors on a single topic (I.E.—primary documents from both sides of the Civil War.) 3. Autobiography, biography, journal entries, diary entries, letters |
| Integration of Knowledge and Ideas | | |
| <p>RI.6.7 Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue.</p> | <ul style="list-style-type: none"> • Identify key information from a variety of media and formats to better understand a topic or issue. | <ol style="list-style-type: none"> 1. In small groups, students produce and share a graphic organizer that interprets information presented from a variety of formats. |
| <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <ul style="list-style-type: none"> • Evaluate data, arguments, and claims in text. • Distinguish claims that are supported by reasons and evidence. • Distinguish claims that are not supported by reasons and evidence. • Evaluate the sufficiency of evidence to support a claim. | <ol style="list-style-type: none"> 1. Create a facts/opinion chart 2. Students highlight selected text that identifies central ideas and supporting evidence and rank the evidence in order of importance. |
| <p>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> | <ul style="list-style-type: none"> • Compare and contrast two author’s presentations of similar events. | <ol style="list-style-type: none"> 1. Read two or more biographies of a famous person and compare/contrast readings. 2. Use a graphic organizer that shows similarities and differences on an assigned topic. |

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| Range of Reading and Level of Text Complexity | | |
| <p>RI.6.10 By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.</p> | <ul style="list-style-type: none"> Read and comprehend a variety of literary nonfiction ranging from an upper grade 5 to grade 7 level of complexity. | <ol style="list-style-type: none"> Vary literature choices for student assignments to include different genres, cultures and text complexity. Literature Circles and discussion |

Writing Standards

Text Types and Purposes

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| <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence;</p> | <ul style="list-style-type: none"> Write an effective argument (3 to 5 paragraphs). | <ol style="list-style-type: none"> Make claims about the worth or meaning of a literary work or works. Defend their interpretations or judgments with evidence from the text(s) they are writing about.¹ Examine information in order to be able to construct logical arguments using an authoritative, formal “voice Practice writing short, well-supported compositions in which each asserted claim is backed by relevant evidence Use an appropriate graphic organizer in which they can shape their thesis, claim(s), and corresponding evidence. A rubric or checklist for students. <p>¹ Oklahoma State Department of Education Office of Standards and Curriculum Common Core State Standards Implementation Timeline for Oklahoma Public Schools.</p> <p>http://www.lawtonps.org/pdf/curriculum/Lang_Arts/Middle%20School%20Playbook.pdf</p> |
| <p>a. Introduce claim(s) and organize the reasons and evidence clearly;</p> | <ul style="list-style-type: none"> Create an introduction with a clear statement of claim(s). Effectively order reasons for claim(s). Organize reasons logically. | |
| <p>b. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> | <ul style="list-style-type: none"> Identify and evaluate sources of evidence for reliability and validity. Select appropriate evidence to support claim(s). Develop a paragraph(s) that organizes support effectively. | |
| <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons;</p> | <ul style="list-style-type: none"> Combine ideas using appropriate words that clearly demonstrate connections between claims and reasons. Use academic vocabulary to express relationships precisely. | |
| <p>d. Establish and maintain a formal style;</p> | <ul style="list-style-type: none"> Use formal language and style in writing. Maintain consistency in style and tone. | |

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| <p>e. Provide a concluding statement or section that follows from the argument presented.</p> | <ul style="list-style-type: none"> • Draft a conclusion that integrates key components of the argument. • Organize the conclusion to ensure a clear statement of claim and evidence. | |
| <p>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;</p> | <ul style="list-style-type: none"> • Write an effective informative or explanatory text (3-5 paragraphs). | <ol style="list-style-type: none"> 1. Increase readers' knowledge of a subject 2. Help readers understand a procedure or process 3. Provide readers with a greater comprehension of a concept. 4. Informational/explanatory writing addresses matters such as <ul style="list-style-type: none"> ○ Types (What are the different types of genre?) ○ Components (What makes a piece of fiction fit a particular genre?) ○ Size (How big is Brazil?) ○ Function (What is the purpose of a climate graph?) ○ Behavior (How does a volcano erupt?) ○ How things work (How does the legislative branch of government function?) ○ Why things happen (Why do some authors write in first person?) |
| <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension;</p> | <ul style="list-style-type: none"> • Narrow a topic for clarity and manageability. • Select appropriate writing format to organize concepts, ideas, and information. • Compose an introduction that presents the thesis clearly. • Include text features and/or multimedia where needed to aid in understanding. | |
| <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</p> | <ul style="list-style-type: none"> • Research information on a specific topic. • Evaluate information for reliability and validity. • Select appropriate information for ideas and concepts. • Develop a body that effectively organizes relevant information in the appropriate format. | <ol style="list-style-type: none"> 5. Draw from what they already know and from primary and secondary sources. 6. Understand, organize, and convey complex information in a written composition. 7. Introduced to the concept of a controlling idea and practice maintaining the focus of the topic. 8. They should select and incorporate relevant examples, facts, and details into their writing. ² |
| <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts;</p> | <ul style="list-style-type: none"> • Use appropriate transitions to clarify relationships among concepts and ideas. | <p>Acquire a deep and thorough understanding of the material by:</p> |
| <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic;</p> | <ul style="list-style-type: none"> • Use accurate academic and domain-specific words important to comprehension. • Use precise wording to ensure reader comprehension. | <ol style="list-style-type: none"> 1. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards). 2. Use library catalogs and computer databases to locate sources for relevant information. |
| <p>e. Establish and maintain a formal style;</p> | <ul style="list-style-type: none"> • Use meaningful diction and syntax that support a consistent formal style. • Maintain consistency in style and tone. | <p>At this level, students should develop a variety of methods to extend and elaborate their work by:</p> <ol style="list-style-type: none"> 1. Providing examples 2. Offering reasons for their assertions 3. Explaining cause and effect. <p>² IBID</p> |
| <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> | <ul style="list-style-type: none"> • Compose a conclusion that integrates key components of the explanation of the topic. | |
| <p>W 6.3 Use narrative writing to develop real or imagined experiences or events using</p> | <ul style="list-style-type: none"> • Write a well-structured imaginative or nonfiction narrative text. | <ul style="list-style-type: none"> • It can be used for many purposes, such as to inform, instruct, persuade, or entertain. |

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| effective technique, relevant descriptive details, and well-structured event sequences; | | <ul style="list-style-type: none"> • Write narratives based upon imagined and/or real events that adhere to basic narrative structure. • Produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. • Present a conflict, build the rising action, create a climax, describe the falling action and wrap up the story in the resolution. • Understand the necessity of momentum in a story – • How a story must move from scene to scene with the aid of transitions. • Practice creating a narrator, a protagonist/antagonist • How to develop secondary characters using descriptions of character traits (physical and personality). |
| a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; | <ul style="list-style-type: none"> • Structure the narrative with a beginning, middle and end. • Write a beginning that establishes the conflict and/or introduces the main character. • Create a plot diagram which includes exposition, rising action, climax, and resolution. • Establish the point of view of the narrator. | |
| b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; | <ul style="list-style-type: none"> • Write a middle that builds to the climax of the narrative. • Reveal character traits through the use of narrative elements to create believable characters. • Use narrative elements to establish a plausible storyline. | |
| c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; | <ul style="list-style-type: none"> • Insert a variety of transition words and phrases to convey sequence. • Signal shifts in setting using appropriate transitions. | |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; | <ul style="list-style-type: none"> • Use precise language. • Convey meaning through the use of figurative language. • Convey meaning using sensory language. | |
| e. Provide a conclusion that follows from the narrated experiences or events. | <ul style="list-style-type: none"> • Create an appropriate resolution to the narrative. • Write an appropriately satisfying conclusion. | |
| W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | <ul style="list-style-type: none"> • Choose appropriate organization for writing task. • Choose appropriate writing style for writing task. • Identify purpose for writing. • Identify audience for writing. | Produce writing that is clear and coherent in its development, organization and style. Students must develop the ability to adhere to the specific task, purpose, and audience in their writing, whether the paper is informational, explanatory, or narrative. |
| Production and Distribution of Writing | | |
| 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) | <ul style="list-style-type: none"> • Revise writing to strengthen appeal, clarity, or information. • Edit writing to improve use of conventions. • Peers edit writing and give feedback. • Use feedback to improve writing. | Sixth grade students share their work with each other in order to give and receive feedback during the writing process. Students move from planning to drafting, revising, editing, and rewriting when necessary. The use of peer editing partners/groups enables students to obtain feedback from classmates in order to strengthen their writing skills. Teachers may provide students with a checklist to use when reviewing their peers' papers. |
| W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; | <ul style="list-style-type: none"> • Include multimedia components and visual displays in presentations to clarify information. • Utilize technology to publish writing. | Students can use tools including blogs and wikis to develop their writing and communicate with students in their classes. Teachers may guide students toward internet tools already available to them, which allow students to upload documents and participate in collaborative work |

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| demonstrate sufficient command of keyboarding skills to create a piece of writing. | <ul style="list-style-type: none"> • Draw on technology to collaborate with others. • Employ effective keyboarding skills to create a piece of writing. | groups. |
| Research to Build and Present Knowledge | | |
| W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | <ul style="list-style-type: none"> • Define a problem. • Formulate questions about the problem. • Locate variety of digital and or print resources. | Sixth grade students will conduct short research projects. To ensure deep understanding of the writing prompt, teachers may first assign students to break down and restate the prompt in their own words. Students may then brainstorm and compile a list of sources they could use for their project. The teacher should reinforce the idea that a list of sources may change as students' research progresses. This allows students to refocus the intent of the research when appropriate. |
| W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | <ul style="list-style-type: none"> • Develop search terms (vocabulary). • Develop effective search strategies. • Evaluate resources for reliability and validity. • Avoid plagiarism by using purposeful notes that include direct quotes, paraphrasing, or own conclusions. • Cite sources using appropriate bibliographic information. | Students learn to gather relevant information from multiple print and digital sources to support research product(s). They develop the ability to judge each source and assess its overall accuracy and value to the task. |
| W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research; | <ul style="list-style-type: none"> • Use a variety of references as appropriate to support writing. | In conjunction with the reading standards for literature and informational texts, students draw evidence from what they read to support their research. They also learn how to best integrate the information without plagiarizing. Students practice citing sources and weaving in the information into their own work. Students will also include a <i>works cited</i> page detailing all sources used in proper format. Students in sixth grade are able to draw from texts, either literary or informational to support research, analysis, and reflection. Students are able to compare and contrast literary works that span genres with flexibility and ease and translate their ideas into specified written pieces -- reflective, analytical or both. By the same token, students must be able to evaluate the validity of the key details that support claims within informational pieces. |
| a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics."); | <ul style="list-style-type: none"> • Analyze themes and topics across genres. | |
| b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). | <ul style="list-style-type: none"> • Evaluate nonfiction based on claims that are supported and those that are not. | |
| W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> • Use the writing process appropriately for specific extended writing projects. • Adjust the writing process appropriately for shorter writing projects. | Students in the sixth grade engage in numerous writing pieces throughout the year. Students write with a broad range of tasks, purposes, and audiences in mind. In addition, students should produce writing over both extended and shorter time frames. |

Speaking and Listening Standards

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;

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;

b. Follow rules for collegial discussions (e.g., establishing norms: taking turns, paraphrasing, respecting diverse viewpoints), set specific goals and deadlines, and define individual roles as needed;

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

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

- Prepare for and participate effectively in a range of collaborative discussions.
- Apply rigorous strategic thinking (application, explanation, perspective-taking, interpretation, perspective, empathy, self-knowledge).
- Use specific vocabulary to argue, draw contrasts, and indicate agreement and/or disagreement.
- Restate and/or paraphrase the statements of others.

Arrange an "academic conference" to be held by the class on a topic/text on which students have previously written (perhaps you have studied the political process, global warming, the mapping of the human genome, etc.). Create a schedule for your conference, including your plenary speaker, a time for refreshments, breakout discussion groups, etc. Within this academic conference (which will be valuable for modeling to students what such a thing looks and feels like) students - either individually or in teams - will present on a topic working from a previously written paper. The paper should be delivered with an audience handout in a format such as Prezi, PowerPoint, I-Movie, etc. Consider inviting interested parties from your school to participate in the conference (invite speakers from the science department for example)

SL.6.2 Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/data-related, orally) and explain how it contributes to a topic, text, or issue under study.

- Analyze information from both text (print) and non-text (photos, sound effects, animation, illustration, variation in font and color) elements.
- Analyze strategies used by media to entertain and influence people.

Sample Task for Integration:
Split the class into 3 or 4 teams. You will assign all students a common research topic (tied to texts under consideration by the class), but each team will only be allowed to conduct research in one medium (one team will use only websites, another will use only televised news or documentaries, another only print sources, etc.) Have each team create a PowerPoint or Prezi presenting their findings. Have students take careful notes on each presentation, noting the differences in information gathered from the different sources. After the presentations engage students in a collaborative discussion on the ways in which the information was shaped and filtered by the medium through which it was retrieved. Students may be required to write a brief analysis or response on their findings.

SL.6.3 Delineate a speaker's argument and specific

- Critique presentations with regard to logic or presentation of evidence for arguments.

Have students watch an archived presidential debate from a previous election. You will find a wealth of televised

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| <p>claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <ul style="list-style-type: none"> • Examine information regarding the credibility of the speaker or media message. • Recognize faulty reasoning and bias in presentations and media. | <p>debates available for viewing on the internet. After viewing, take a straw poll to determine which candidate the students believe to have been the strongest performer in the debate and discuss the reasons influencing their choice. After the discussion, provide students in small groups with a transcript of the debate (network broadcasts provides transcripts online, or students can take notes). Have students fact-check assertions made in the transcripts and present a report that statistically profiles the accuracy claims made by the candidates. Conclude this inquiry with a whole-class discussion of factual accuracy versus emotional and visual appeal of the candidates.</p> |
| Presentation of Knowledge and Ideas | | |
| <p>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.</p> | <ul style="list-style-type: none"> • Demonstrate a well-organized presentation with a clear introduction, body, and well-drawn conclusions. • Use expression, tone, and pitch where appropriate to emphasize aspects of events or people while speaking directly to the audience and making eye contact with individuals. | <p>Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: http://stoaca.org/main/sites/default/files/StoaTPRules.pdf.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day, considering and annotating multiple appropriate texts. Allow students an allotted amount of time to prepare for the debate. Student arguments must be supported by citable evidence.</p> |
| <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> | <ul style="list-style-type: none"> • Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media. | <p>For the presentation of an academic paper or research, challenge students to present their findings in the most unusual way that they can. Students may research the newest presentation platforms (PowerPoint has been supplanted by Prezi and Rocket Slide in recent years, and new platforms are emerging all the time). They might use a blog, a wiki, YouTube, an I-Movie, a trifold poster board with holographic pictures, etc. Encourage them think outside the box, mixing old and new technologies, adding sound tracks, employing live “actors,” using social media, or PR strategies such as flash mobs. Be creative! If necessary put students in teams to cut down on presentation time. At the conclusion of the activity, have students discuss which presentations were most effective and why. Give careful, analytical attention to the “why” question. “Because it was the most fun” or “most interesting” is not an adequate literary analysis! Examine diction, tone, colors, audience awareness, connotations, etc.</p> |
| <p>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.)</p> | <ul style="list-style-type: none"> • Demonstrate the use of specific language for different kinds of presentations (dramatic, narrative, reports, news programs). | <p>To illustrate the ways in which we adapt speech, provide students with a neutral paragraph from a text under consideration by the class. Charge the students with rewriting this paragraph for various audiences, for example for a little child, a complete stranger, a very good friend, or someone who doesn’t speak English very well. Consider the various versions of the paragraphs through discussion with the class, perhaps using a document viewer to consider the examples. Have students identify the exact elements they changed; was it the length of the sentences, the complexity of the words, the number of words, the sentence construction (verb/noun, noun/verb, passive/active, etc.) Have students think critically about why they make certain choices for certain audiences.</p> |

Language Standards

Conventions of Standard English

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

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

b. Use intensive pronouns (e.g., myself, ourselves);

c. Recognize and correct inappropriate shifts in pronoun number and person*;

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

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

Students will:

- Use nouns, verbs, pronouns, adjectives, adverbs, and prepositions in agreement and in conventional order within sentences.
- Identify and use subjective, objective, possessive, intensive, and vague pronouns and their antecedents.
- Identify and use diction (formal and informal language) and various dialects.
- Demonstrate how diction and dialect can be used to improve expression in conventional language.

Make students aware of the grammatical focus for your grade level as you undertake attentive reading of an extended or short text.

Create a chart where students receive points for each instance they are able to identify (when reading in class) of grammatical concept in grade 6, such as pronoun types, pronoun/antecedent agreement, vague pronouns, correct use of reflexive pronouns, etc.

As items are identified they can be discussed within that “teachable moment,” and students who spot the items will not only become adept at recognizing the construction, but will may become engaged in the hunt through the competition and possible rewards, such as a homework pass.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements*; b. Spell correctly.

- Identify and demonstrate special uses of capitalization (titles, headings, emphasis).
- Use commas and parentheses to set off parenthetical information.
- Spell a large number of high-frequency words, a wide range of plurals, and base words with inflectional endings.

Have students choose one piece of previously-graded writing from their portfolio. Students will exchange these papers with a partner who will grade that paper on capitalization, punctuation, and spelling ONLY. A guidance sheet listing specific items to check may be provided to scaffold this exercise. Students will check for comma usage, capitalization, and spelling, taking off 5 points for every error. Normally, a paper with great content may have several grammar and conventions errors and still be an “A” paper. Within these parameters, we are able to examine a paper on conventions alone, allowing a student to get a snapshot of his or her performance in that category alone

Vocabulary Acquisition and Use

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

- Demonstrate knowledge of language and conventions by varying sentence structure and length for reasons of craft.

Have students choose one or more essays from their portfolio (essays must be available in an electronic format) for review with attention to sentence fluency. Using a chart or spreadsheet, have students analyze their writing to find out what percentage of their sentences are simple, compound, etc. Have them count instances of active and passive voice, words over-used as sentence starters (for example “I” or “The”). A preliminary activity might be to have students brainstorm and create a fluency checklist or worksheet to use for this purpose. Students will perform a qualitative and quantitative analysis of their sentence construction, compiling a list of targeted areas for improvement that will be attached to

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| | | the writing portfolio for reference. An extension of this activity would be to allow students to rewrite one of the pieces to improve fluency for bonus points. |
| <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies;</p> <p>a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase;</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible);</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <ul style="list-style-type: none"> • Use the context of a sentence, paragraph, or whole text to determine the precise meaning of a word. • Use knowledge of root words, prefixes, suffixes, abbreviations, and language structure to determine the meaning of a word. • Recognize and use reference materials, including technology tools, to determine the meaning of a word. | <p>Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts (for example literary and rhetorical terms). Terms gleaned from texts should be logged with text reference of text, author, title, and page. Encourage students to maintain this book beyond the school year, logging words they particularly like or are intrigued by. Incentives for well-kept logs could include their allowance as reference when testing or writing, or during a spelling bee.</p> |
| <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings;</p> <p>a. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context;</p> <p>b. Use the relationship</p> | <ul style="list-style-type: none"> • Identify and use figurative language (simile, metaphor, personification, alliteration) in context. • Understand the concept of analogy and its use in discovering relationships between and among words. • Distinguish between multiple meanings of words when reading texts. | <p>Students will examine the impact of figurative language on the tone of a text by comparing and contrasting a selection from the current extended text under study as originally written and with figurative and connotative language removed. Access a selection from a text digitally (so that it can be edited by the students). Alternatively, a poem that employs mostly figurative language can be used. Step one of the process will be for students to identify each instance of figurative language or particularly connotative diction (they may work individually or in teams) within the text. The second step of the process is for students to edit the piece so that it maintains grammatical integrity with the figurative and</p> |

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| <p>between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words;</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> | | <p>connotative language removed. Finally, students will write a brief analysis (1 page or less) citing specific ways in which the tone of the text is impacted by the changes.</p> |
| <p>L.6.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <ul style="list-style-type: none"> • Intentionally record and use general academic and domain-specific vocabulary words and phrases. | <p>Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)</p> <p>Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each</p> <p>Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary</p> <p>Use both figurative/connotative language and literal/concrete language in lecture and discussion</p> |