

FOCUS:	Students will practice and apply use of critical thinking skills as readers, writers, speakers, and listeners to show comprehension of a variety of mediums while providing evidence to support analysis and evaluation.			
READING: LITERATURE AND INFORMATIONAL				
READING: LITERATURE				
Key Ideas and Details		District/CCSS Standard	Pacing	Key Vocabulary
6.EL.1	Understanding: Identify and analyze the elements of a story using text evidence to support analysis. <i>Students who demonstrate understanding will be able to:</i>			
6.EL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.1		cite, evidence, explicit, inference
6.EL.1.2	Determine a theme or central idea of a text and how it is conveyed through particular details	RL.6.2		theme
6.EL.1.3	Provide a summary of the text distinct from personal opinions or judgments	RL.6.2		summary
6.EL.1.4	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.	RL.6.3		Story Elements
6.EL.1.5	Identify indirect and direct characterization within a story	District Standard		indirect characterization, direct characterization
Craft and Structure				
6.EL.2	Understanding: Dissect and analyze word choice, context, and point of view. <i>Students who demonstrate understanding will be able to:</i>			
6.EL.2.1	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.6.4		Tone, mood, figurative language, simile, metaphor, imagery, personification, onomatopoeia, alliteration, idiom, connotation
6.EL.2.2	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.6.5		text structure, setting, theme, plot, stanza
6.EL.2.3	Explain how an author develops the point of view of the narrator or speaker in a text.	RL.6.6		point of view, perspective, first person, second person, third person, limited, omniscient
Integration of Knowledge and Ideas				
6.EL.3	Understanding: Compare and contrast varying genres of the same story and evaluate effectiveness. <i>Students who demonstrate understanding will be able to:</i>			
6.EL.3.1	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.6.7		compare and contrast
6.EL.3.2	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.	RL.6.9		compare and contrast
6.EL.3.3	Understand the effects of the different techniques used in text versus multi-media versions of stories and events.	District		techniques, multi-media
READING: INFORMATIONAL				
Key Ideas and Details				
6.EL.4	Understanding: Determining central ideas and incorporating textual evidence to analyze informational text. <i>Students who demonstrate understanding will be able to:</i>			

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6.EL.4.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1		cite, evidence, explicitly, inference
6.EL.4.2	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.	RI.6.2		central idea, main idea, summary
6.EL.4.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	RI.6.3		elaboration/elaborated, illustrated
Craft and Structure				
6.EL.5	Understanding: Dissect and analyze word choice, context, point of view, and text structure.			
	Students who demonstrate understanding will be able to:			
6.EL.5.1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4		Tone, mood, figurative language, simile, metaphor, imagery, personification, onomatopoeia, alliteration, idiom, connotation, technical meanings
6.EL.5.2	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.	RI.6.5		text structure
6.EL.5.3	Identify the common characteristics of formal versus informal tone.	District		formal tone, informal tone
6.EL.5.4	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6		point of view, author's purpose, perspective
6.EL.5.5	Identify nonfiction text features and use them to locate information.	District		text features, LIST OF PARTICULAR TYPES?
Integration of Knowledge and Ideas				
6.EL.6	Understanding: Use multiple sources to build knowledge on a topic/issue.			
	Students who demonstrate understanding will be able to:			
6.EL.6.1	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI.6.7		integrate, media,
6.EL.6.2	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.	RI.6.8		
6.EL.6.3	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).	RI.6.9		compare and contrast
Range of Reading and Text Complexity				
6.EL.7	Understanding:			
	Students who demonstrate understanding will be able to:			
6.EL.7.1	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10		scaffolding
WRITING				
WRITING INSTRUCTION- Text Types and Purposes Argumentative				
Write arguments to support claims with clear reasons and relevant evidence				
6.EL.8	Understanding: Students will utilize the writing process in order to produce an argumentative piece with clear reasons and evidence.	W.6.1		reasons, evidence

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	Students who demonstrate understanding will be able to:		
6.EL.8.1	Introduce claim(s) and organize the reasons and evidence clearly.	W.6.1.A	thesis, claim, supports
6.EL.8.2	Design an introductory statement including a stance on claim and a preview of reasons.	District	Thesis, Claim, Reasons, Evidence
6.EL.8.3	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1.B	reasons, evidence, credible sources
6.EL.8.4	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	W.6.1.C	
6.EL.8.5	Establish and maintain a formal style.	W.6.1.D	formal style
6.EL.8.6	Provide a concluding statement or section that follows from the argument presented.	W.6.1.E	
WRITING INSTRUCTION- Text Types and Purposes Informative			
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		W.6.2	
6.EL.9	Understanding: Utilizing the writing process to produce an informative piece with relevant text structure and formatting.		
	Students who demonstrate understanding will be able to:		
6.EL.9.1	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.6.2.A	definition, classification, compare/contrast, cause/effect, graphics, multimedia
6.EL.9.2	Identify the most relevant text structure to match the purpose for writing (i.e. definition, classification, comparison/contrast, and cause/effect)	District	Text Structure
6.EL.9.3	Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	District	Text Feature, graphics, multimedia
6.EL.9.4	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.6.2.B	
6.EL.9.5	Use appropriate transitions to clarify the relationships among ideas and concepts.	W.6.2.C	
6.EL.9.6	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.6.2.D	
6.EL.9.7	Establish and maintain a formal style.	W.6.2.E	Formal and Informal Style
6.EL.9.8	Provide a concluding statement or section that follows from the information or explanation presented.	W.6.2.F	
WRITING INSTRUCTION- Text Types and Purposes Narrative			
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		W.6.3	
6.EL.10	Understanding: Utilizing the writing process to produce a narrative piece that is descriptive, flows through time, and uses narrative techniques to show the writer's voice.		
	Students who demonstrate understanding will be able to:		

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6.EL.10.1	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.6.3.A	context; story elements, sequence
6.EL.10.2	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	W.6.3.B	dialogue, pacing
6.EL.10.3	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	W.6.3.C	transition words, clauses
6.EL.10.4	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	W.6.3.D	sensory language, figurative language terms
6.EL.10.5	Provide a conclusion that follows from the narrated experiences or events.	W.6.3.E	
WRITING INSTRUCTION-PRODUCTION AND DISTRIBUTION OF WRITING			
6.EL.11	Understanding: Actively participate in the writing workshop process using various forms of writing and technology.		
	Students who demonstrate understanding will be able to:		
6.EL.11.1	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.)	W.6.4	audience (as it pertains to writing)
6.EL.11.2	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 here.)	W.6.5	revision
6.EL.11.3	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.	W.6.6	
WRITING INSTRUCTION-RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
6.EL.12	Understanding: Conducting research to answer a question, assess credibility, and use several sources without plagiarism.		
	Students will be able to...		
6.EL.12.1	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.6.7	research
6.EL.12.2	Gather relevant information from multiple print and digital sources	W.6.8	relevant, inquiry
6.EL.12.3	Assess the credibility of each source	W.6.8	credibility
6.EL.12.4	Quote or paraphrase the data and conclusions of others while avoiding plagiarism with guidance and support	W.6.8	plagiarism, paraphrase
6.EL.12.5	Provide bibliographic information including in text citation with guidance and support using MLA format.	District	internal citation, bibliography
6.EL.12.6	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9	analysis, reflection, research
6.EL.12.7	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").	W.6.9.A	
6.EL.12.8	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").	W.6.9.B	
WRITING INSTRUCTION--RANGE OF WRITING			
6.EL.13	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.	W.6.10	

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SPEAKING AND LISTENING				
SPEAKING AND LISTENING--COMPREHENSION AND COLLABORATION				
6.EL.14	Understanding: Apply speaking skills in real world scenarios.			
6.EL.14.1	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.6.1		collaboration
6.EL.14.2	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.6.1.A		explicitly, referring
6.EL.14.3	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1.B		roles, DISCUSSION TERMS?
6.EL.14.4	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1.C		elaboration
6.EL.14.5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1.D		perspective
6.EL.14.6	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.6.2		media
6.EL.14.7	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3		argument, claim, reasons, evidence
SPEAKING AND LISTENING--PRESENTATION OF KNOWLEDGE AND IDEAS				
6.EL.15	Understanding: Present information orally and visually in real world situations			
6.EL.15.1	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.6.4		claim, findings, sequencing, main idea, theme, INFLECTION (?)
6.EL.15.2	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.6.5		multimedia
6.EL.15.3	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.)	SL.6.6		adapt, context, formal and informal tone
LANGUAGE				
LANGUAGE--CONVENTIONS OF STANDARD ENGLISH				
6.EL.16	Understanding: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
6.EL.16.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.6.1		
6.EL.16.2	Ensure that pronouns are in the proper case (subjective, objective, possessive).	L.6.1.A		pronoun, antecedent, subject, object, possessive
6.EL.16.3	Use intensive pronouns (e.g., myself, ourselves).	L.6.1.B		
6.EL.16.4	Recognize and correct inappropriate shifts in pronoun number and person.*	L.6.1.C		shifts
6.EL.16.5	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	L.6.1.D		antecedent

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6.EL.16.6	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.6.1.E		
6.EL.16.7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.6.2		
6.EL.16.8	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	L.6.2.A		
6.EL.16.9	Spell correctly.	L.6.2.B		
LANGUAGE--KNOWLEDGE OF LANGUAGE				
6.EL.17	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.6.3		
6.EL.17.1	Vary sentence patterns for meaning, reader/listener interest, and style.*	L.6.3.A		
6.EL.17.2	Maintain consistency in style and tone.*	L.6.3.B		style, tone
LANGUAGE--VOCABULARY ACQUISITION AND USE				
6.EL.18	Understanding: 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 in order to comprehend.			
6.EL.18.1	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.6.4		
6.EL.18.2	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.6.4.A		context clues
6.EL.18.3	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.6.4.B		NEED LISTS?
6.EL.18.4	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.6.4.C		
6.EL.18.5	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.6.4.D		
6.EL.18.6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5		
6.EL.18.7	Interpret figures of speech (e.g., personification) in context.	L.6.5.A		figures of speech, figurative language terms
6.EL.18.8	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	L.6.5.B		
6.EL.18.9	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	L.6.5.C		connotation, denotation
6.EL.18.10	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.	L.6.6		domain-specific vocabulary, academic vocabulary