

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Reading Literature	
Key Ideas and Details	
CC.RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Students will:</p> <ul style="list-style-type: none"> Students will be able to identify specific instances in the text to support a clear or inferential analysis of the text. Citations may be written or orally presented. Students paraphrase or quote directly from the literature to support their analysis or inference in a formal (e.g., paragraph, essay, literary response, summary, presentation, etc.) or informal (e.g., discussion, journal response, etc.) written or oral response to literature. Students read a piece of historical fiction and support the events using primary source documents. Students should begin to deepen their understanding of the difference between explicitly (clearly expressed or defined) text evidence as opposed to an inference (a conclusion arrived at from logical reasoning) used as text evidence. <p>How?</p> <ul style="list-style-type: none"> As students read a story or trade book, have them cite textual evidence on a graphic organizer of how a character changes through major events. Examining the completed organizer can help them determine the theme of the text rather than the main idea. One example of this may be noting themes of several fairy tales and looking for commonality. Discuss the elements of setting (e.g., time, place, environment) with your classmates. Find examples of how time, place, and environment are used in <i>Peter Pan</i>, by J.M. Barrie. Write your ideas on a sticky note before sharing ideas as a class. After the class discussion, look back in the text to find specific examples of how J.M. Barrie described Neverland and even how he described the Darling's home in England. Create a three-column chart (one column for each element of setting) in your journal.

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CC.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>Students will:</p> <ul style="list-style-type: none"> • Theme is an underlying message an author conveys in a story. • Students will identify a theme or a central idea in a text. Students explain how different details in the text support the theme. • Students summarize the theme or central idea without stating their own opinion. <p>How?</p> <ul style="list-style-type: none"> • Students identify a theme or central idea of Louisa May Alcott's <i>Little Women</i>. Students will be able to find examples in the novel that demonstrate the theme. While summarizing one theme of the novel, students refrain from using words indicating their opinion about the theme (e.g., I think, I believe, I agree, I disagree, this theme is the best, etc.). • Graphic Organizer • As you read a variety of myths and legends, keep track of the following information in your journal: <ul style="list-style-type: none"> • Characters • Country of origin • Problem (that can't be solved) • Setting • Title • Hero (who comes to solve the problem or explains the mystery) • Ending • Characteristics unique to this country's folklore

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CC.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><i>Students will:</i></p> <ul style="list-style-type: none"> • Students examine the events in a story or play. Students also examine how the characters react, change or grow as the plot develops. • Students identify major and minor characters. • Students define the elements of plot development – from exposition, rising action, climax, falling action to resolution. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use graphic organizers to determine how particular episodes trigger various character responses/traits • Students develop a plot map/plot mountain of a play or short story. Students describe how the main characters' experiences, emotions, and relationships help them grow and change over the course of the events in the plot. • Students examine a historical event or era and describe how society responded to change. • Outline how the plot of a myth, legend, or tall tale unfolds in a series of episodes by creating a comic strip of key events. Be sure to include the characters, and how they respond or change as the plot moves towards the "happy ending."

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Craft and Structure	
CC.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><i>Students will:</i></p> <ul style="list-style-type: none"> • Students interpret the meaning of unknown words and phrases within a given text. Students use a reference such as a dictionary to verify the meaning of unknown words. • Students recognize the underlying meaning of a text as indicated by the word choice. Students may interpret the tone of the text as indicated by the words the author used. • Emphasis also should be placed on the analysis of text to determine why the author's words were chosen, the effect that the words have on the reader and how the author's tone is reflected in word choice. For this topic, students need an understanding of the words <i>figurative</i>, <i>connotative</i> and <i>tone</i>. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers model how to interpret word meanings using contextual clues • Provide students with opportunities to discuss new word meanings with a partner, small group, or within a whole-class setting. • Provide mini-lessons on figurative language as they apply the skill during independent reading. • Keeping the words on index cards will help sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc • Choose some words and trace back from modern-day uses of the words to their historical origins (e.g., culture, heritage, immigration, emigration, immigrant, endowment, lineage, racism, tolerance, legacy, ancestry, etc.)

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Craft and Structure	
CC.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><i>Students will:</i></p> <ul style="list-style-type: none"> • Determine how individual elements of a work contribute to a text’s overall scope. • Recognize how form relates to function and how a part relates to a whole • Recognize that a plot’s structure is the way in which the literary elements are put together. Students should know that the structure of text changes according to the needs of the story. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use graphic organizers to assist students with the practice of identifying part to whole and whole to part relationships. • “Deduction or Induction?” T-chart Graphic Organizer • As you discuss how you solve mysteries and math problems, classify your approach as inductive or deductive. • When do you use inductive reasoning? When do you use deductive reasoning? Why? • Where would you put each of these problem-solving approaches (e.g., Acting it out, role-playing, drawing a picture, making a list, working backwards, making educated guesses and checking how they work, drawing a web of facts, events, and characters, etc.)? • What strategies do your characters use? • Observe how pivotal scenes may alter the course of the plot, re-shaping the story.

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Reading Literature	
Craft and Structure	
CC.RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Students define different types of point of view (e.g., omniscient, first person, third person, objective, limited omniscient, etc.). Students will recognize and explain the narrator's or speaker's point of view in a particular text. <p><i>How?</i></p> <ul style="list-style-type: none"> Provide students with discussion or writing tasks prompting them to reflect upon certain scenes within a text and imagine how their content/style would change if the narrator's point-of-view shifted to an alternate point-of-view. <ul style="list-style-type: none"> <i>Would this scene evoke the same reaction in the reader if told from 3rd person point-of-view?</i> <i>How does 1st person allow one to peer more deeply into a character's psyche than perhaps other viewpoints?</i>

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Integration of Knowledge and Ideas	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Compare and contrast texts across various genres on the same theme or topic. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students read a story, drama, or poem and either listen to an audio version or watch a filmed or live version of the same text. Students compare and contrast the two pieces to critique what they observe in each medium. They will notice what pieces of the text stand out when reading it as compared to watching and listening to it. • Engage students by teaching a thematic unit. • Integrate a variety of audio and/or visual materials based upon the text so it appeals to students’ senses. • Students may read sections of a novel on the topic supplemented with non-fiction articles. • Students may view, analyze, and discuss film clips.

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Integration of Knowledge and Ideas	
CC.RL.6.8. Not applicable to literature.	<i>Students will:</i> <i>How?</i>

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Reading Literature	
Integration of Knowledge and Ideas	
CC.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.	<p>Students will:</p> <ul style="list-style-type: none"> • Compare and Contrast texts of different genres with similar themes • Read each text closely and analyze how each author conveys the same message through different avenues • State why a particular theme or topic is conveyed better in a narrative as opposed to a poem. <p>How?</p> <ul style="list-style-type: none"> • Students read two pieces of literature from different forms or in different genres with similar themes and topics. After reading both, students compare and contrast the two literary pieces' approaches to the themes and topics • Use Venn Diagrams or other graphic organizers for analyzing • Investigate the authors; dissimilar backgrounds that inspire such works • Compare/contrast how authors infuse their philosophy and persona into their work • Compare/Contrast: Using a compare/contrast chart, students compare and/or contrast a movie and a work of literature (e.g., <i>The Legend of Sleepy Hollow</i>). First, students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities. • Jigsaw: Using trade books, poems and essays on the same topic, have students gather in small groups and determine a theme for a particular topic. Students talk together to determine how that theme is made apparent. The groups then "jigsaw" and each student explains to the others about the demonstrated theme and evidence to support their conclusions. • Reading Quest offers <i>Strategies for Reading Comprehension, Comparison-Contrast Charts</i>, where students use a Comparison

	<p>Contrast chart to compare and/or contrast a movie and a work of literature (e.g., <i>The Legend of Sleepy Hollow</i>). First students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities. Find these strategies at http://www.readingquest.org/strat/compare.html.</p>
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Reading Literature	
Range of Reading and Level of Text Complexity	
CC.RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>Students will:</p> <ul style="list-style-type: none"> • Develop the mature language skills and the conceptual knowledge needed for success in school and life • Be able to determine when they are not comprehending and making meaning and apply appropriate strategies when faced with difficult text • Acquire the habit of reading independently and closely which is essential to their future success <p>How?</p> <ul style="list-style-type: none"> • To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together: <ul style="list-style-type: none"> • Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality, and clarity and knowledge demands) • Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) • Reader and task considerations (motivation, knowledge, experiences, purpose and complexity of task assigned) • <i>The three-part model is explained in detail in Appendix A, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B</i> • “Staircase” increasing text complexity that rises from beginning reading to the college and career readiness level. • Graphic organizers are used for scaffolding of these strategies as

	students work in cooperative groups. Find these strategies at http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html
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Reading Informational Text	
Key Ideas and Details	
CC.RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>Students will:</p> <ul style="list-style-type: none"> • Read and analyze informational texts • Develop the ability to closely examine the text’s content • Students identify one central idea in a text and then identify the details in the text that support the central idea. Then they will explain how the details express the central idea. • Students summarize the text to identify a central idea along with supporting details. Summaries are objective and do not contain personal opinions. <p>How?</p> <ul style="list-style-type: none"> • Demonstrate and model how to refer back to a text (whole class, think-alouds, think/pair/share and guided practice) • Guide students through the process of moving from analysis to synthesis • After reading folklore from a particular country, choose informational text about the country/culture of origin to read. What does the informational text tell you about a country/culture that folklore does not? • Modeling/Peer Modeling : The teacher uses highlighters of different colors to show an article’s main idea and supporting arguments. Then, students do a different article, sharing their highlighted responses with an “elbow partner.” This will allow students to check their detail identification and inference recognition. • Previewing Text : The teacher will preview nonfiction to motivate and support students as they see the structure of text, vocabulary and main ideas of the reading to have a better idea of informational text. Step 1: Model previewing of nonfiction text. Step 2: Students preview text.

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Key Ideas and Details	
CC.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>Students will:</p> <ul style="list-style-type: none"> • Refer to the text for support as they analyze and draw inferences • Add prior knowledge to a text's content to create new information in the form of inferences • Students identify central idea as the underlying message suggested by an author in a piece of writing. • Students identify one central idea in a text and then identify the details in the text that support the central idea. Then they will explain how the details express the central idea. • Students summarize the text to identify a central idea along with supporting details. Summaries are objective and do not contain personal opinions. <p>How?</p> <ul style="list-style-type: none"> • Socratic seminars prompt students to provide support from the text • NCTE, IRA and Verizon/Thinkfinity provides a variety of interactive graphic organizers that can be sorted by grade level to help with summarizing, identifying main idea and details, and inference. Find it at www.readwritethink.org.

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Reading Informational Text	
Key Ideas and Details	
CC.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>Students will:</p> <ul style="list-style-type: none"> • Learn how to summarize texts by evaluating key details • Students read a text and explain how the author introduces, illustrates and elaborates on a key individual, event or idea. • Develop the ability to determine the supporting details from the extraneous ones • Students identify specific examples, anecdotes, and facts to give support to their analysis. • Identify the claims or evidence/facts the author uses to convince the reader to think or behave as suggested. Providing evidence from the text to support analysis of what the text says is crucial. <p>How?</p> <ul style="list-style-type: none"> • Guide students using organizers and other tools • Lead them to analyze how individual events are introduced and elaborated upon in a text/ideas • Guide students in thinking process, then provide a gradual release of responsibility • Students analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry in Harriet Tubman: Conductor on the Underground Railroad) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life. • Students read historically accurate accounts of individuals, events, or ideas to analyze how the author elaborates by using examples or anecdotes.

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Reading Informational Text	
Craft and Structure	
CC.RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Determine and interpret the meaning of unfamiliar words within a given text • Students will recognize and explain figurative language, connotative meanings, and technical meanings. • A reader also must know and understand how and why an author chooses meanings of words; for example, why the denotative (dictionary) meaning of a word is used rather than the connotative (attitudes and feelings associated with a word) or technical meaning of a word. <p><i>How?</i></p> <ul style="list-style-type: none"> • Model how to interpret word meanings using contextual clues • Provide students with opportunities to discuss new word meanings with a partner, small group, or whole-class setting • Mini-lessons on figurative language to assist students as they apply this skill during independent reading • Keep an index card file of words studied while reading various myths, legends, tall tales, or fairy tales. Keeping the words on index cards will help sort words by prefix, suffix, root words, meaning, spelling feature, etc. • Circle Board: The teacher takes a significant word from an essay/article and puts it in a circle on the board, giving room for students to draw off of that word different images, emotions or feelings (connotations) as well as definitions (denotations). The class then discusses how the word fits the author's purpose of the article. This will show students the variety of words available and how word choice is deliberate.

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Reading Informational Text	
Craft and Structure	
CC.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><i>Students will:</i></p> <ul style="list-style-type: none"> Students will explain that knowledge of the organization and structure of a text helps to guide understanding of the text. Students will explain how the major sections contribute to the whole as well as to the development of the author's ideas. Students will read a sentence, paragraph, or chapter and explain how it fits into the overall text. <p><i>How?</i></p> <ul style="list-style-type: none"> Use graphic organizers to assist students with the practice of identifying part to whole and whole to part Modeling: Students are given teacher-selected paragraphs to read. In a class discussion, they look at the individual sentences, what they mean, their significance, etc. They then put them together as a paragraph and discuss their ordering, importance and effect on each other (part to whole, whole to part). This shows students the importance of the individual effect of sentences on the paragraph and, then further, on the entire article.

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Reading Informational Text	
Craft and Structure	
CC.RI.6.6. Determine the author's point of view or purpose in a text and explain how it is conveyed in the text.	<p>Students will:</p> <ul style="list-style-type: none"> Understand how the author develops the point-of-view of the speaker in the text Students identify the possible purpose the author had in creating the text and identify the possible audience the text seems to be addressing to develop a stronger understanding of the author's point of view. <p>How?</p> <ul style="list-style-type: none"> Provide discussion or writing tasks prompting reflection upon certain portions within a text if content/style were changed in the author's point-of-view: <ul style="list-style-type: none"> <i>If the author's purpose shifted from informing his/her audience about facts and details to persuading them to take action, how would the tone and style of this text change?</i> Students select an article from National Geographic Explorer and identify the purpose of the article, the intended audience, and the details supporting the purpose. Compare/Contrast: Have students read articles from different sources but on the same topic (i.e., from a newsmagazine and a gossip magazine). Have students compare/contrast the points of view of different authors, how they structure each argument and how their word choice is significant. This will help students to realize that the bias of the authors is important as it can color their views of the issue involved. The word choice used by the media also is important. This exercise can work well with primary sources from history: two people who fought in the same war's diaries, people who are storm chasers and those who lived through a storm, 9/11, current events, etc.

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Compare and contrast texts across various genres on the same theme/topic • Students synthesize information presented in different formats (e.g., pictures, graphs, video, tables, maps, articles, essays, books, speeches, etc.) to develop a complete and logical understanding of a topic or issue. • Become critical thinkers who synthesize (combine separate elements of a text into one concept) information from multiple sources in order to deepen their understanding of content. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students may read several news articles and watch a documentary of the same issue to gain a well-rounded perspective. • Students gather information from all media to assess and better understand how each is presented. • Practice highlighting information from articles and note-taking from live media. • Conduct research on a country from which many immigrants to America came, drawing on several sources (e.g., print, digital, video, multimedia, etc.). Write a report or create a travel brochure that entices people to visit that country he/she came from. For the travel brochure, what should visitors learn that would increase understanding of how we are similar to and different from people of that country?

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.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><i>Students will:</i></p> <ul style="list-style-type: none"> • Students identify the argument in a text. • Students identify and specify the line of reasoning and key points in a text. • Evaluate data, arguments and claims in a text to distinguish those supported by evidence. • Evaluate if there is enough evidence to support a claim. <p><i>How?</i></p> <ul style="list-style-type: none"> • Analyze various accounts of immigrant experiences, then identify and distinguish among facts, opinions, and reasoned judgments presented in texts. How do these sources combine to give you a better picture of the immigrant experience than informational text or literature alone? • Modeling and Peer Review: As a class, look at the main arguments for a text, identifying which ones are better supported and which are not through class discussion, posters, post-it notes or highlighting. Then, give new articles, identify the main arguments as a class and give each to different groups. Have each group use the text to find the supporting arguments. Compare each group's results and have the class determine the strength/weaknesses of each one.

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CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.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><i>Students will:</i></p> <ul style="list-style-type: none"> • Students compare and contrast two authors' approaches to the same topic. • Students identify the similarities and differences in the events presented by each author. <p><i>How?</i></p> <ul style="list-style-type: none"> • Read a person's memoir in conjunction with the same person's biography to view similarities and differences of the 'lens' through which it is being portrayed • Students compare and contrast the presentation of events of Anne Franks' life as written from her perspective in The Diary of Anne Frank and Anne Frank: The Biography by Melissa Muller. • Students read scientific reports about a same topic in which conflicting information is presented to analyze the information and interpretation of the author. • Students read articles in which information is presented about the same era (e.g., fall of the Roman Empire, the Crusades, etc.) by more than one author to analyze the information and interpretation of the author. • Graphic Organizer: Students examine several texts on the same topic (e.g., magazine article, advertisement, video news story) and report observations about similarities and differences in such elements as tone, point of view and theme. Reporting might take the form of a Venn diagram, T-chart or student-generated graphic organizer. • The teacher introduces this concept by staging an event with the class that is memorable. For example, at the beginning of a class, an unknown student darts into the classroom, takes something from the

	teacher's desk and then darts out. Students are asked to recall what happened individually and note details. Since all students were witnessing the same event but remembering different details, this may lead to a discussion about point of view.
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CCSS STANDARD	UNPACKING
Writing	
Text Types and Purpose	
<p>CC.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.</p> <ol style="list-style-type: none"> Support claim(s) with clear reason and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	<p>Students will:</p> <ul style="list-style-type: none"> Understand how to write arguments that accurately support a given claim with relevant evidence and valid reasoning Develop arguments and ideas or convey real or imagined experiences with relevant and credible evidence. Write arguments based on a thesis (e.g., persuasive essays or letters, debates, speeches, paragraphs, multi-media presentations, documents meant to convince, influence or sway) and will support their claims with credible sources. <ul style="list-style-type: none"> Writing an argument: <ul style="list-style-type: none"> establishes and develops a controlling idea supports arguments with detailed evidence includes persuasive techniques and excludes irrelevant information attributes/cites sources of information as necessary using a standard, recognized format provides a conclusion that follows from the presented argument <p>How?</p> <ul style="list-style-type: none"> In partners, small groups or within a whole-class setting create a springboard from which students can ‘bounce ideas’ off one another Use discussion and/or debate to further insight into an issue from the text or surrounding the text. Write an essay explaining to their parents why they need a cell phone. Write a persuasive letter to their principal asking for a longer lunch period.

	<ul style="list-style-type: none">• Students write a persuasive essay outlining reasons to support their claim of the best renewable or nonrenewable energy resource.• Students write a persuasive speech from a prominent historical figure (e.g., Martin Luther, Julius Caesar, Alexander the Great, etc.) about a relevant issue or concern of the time.
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CCSS STANDARD	UNPACKING
Writing	
Text Types and Purpose	
<p>CC.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> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain- specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>Students will:</p> <ul style="list-style-type: none"> Examine information in order to be able to construct logical arguments using an authoritative, formal ‘voice’. Understanding, organize and convey complex information in a written composition. Students write informative/explanatory texts based on a thesis (e.g., expository or descriptive essays, summaries, paragraphs, informational letters, press releases, newspaper article, multi-media presentations, contributions to informational-based websites, reports, etc.). Informative/explanatory text writing includes: <ul style="list-style-type: none"> information related to the topic (e.g., observations, notes, lists, charts, map labels and legends) a thesis statement topic sentence(s) supporting details relevant information <p>How?</p> <ul style="list-style-type: none"> Students use a variety of writing formats to meet the standard. Writing formats: <ul style="list-style-type: none"> Informative or explanatory text regarding a topic in science, social studies, technology, etc. Submit a report to a publication or website. An explanatory essay about a favorite summer activity. A descriptive essay about something found in nature. Students write a descriptive essay about an aspect of the culture of an early civilization (e.g., Mississippian mound-builders,

	<p>Ancestral Puebloan (Anasazi), or Inca).</p> <ul style="list-style-type: none">• Students write an essay explaining how environmental conditions affect quality of life.• Practice writing small, well-supported compositions in which each asserted claim is backed by a sound piece of evidence.• Use graphic organizer to help shape thesis writing.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purpose	
<p>CC.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>Students will:</p> <ul style="list-style-type: none"> Write narratives based upon imagined and/or real events. Understand the necessity of momentum in a story. <p>How?</p> <ul style="list-style-type: none"> Students present a conflict, build the rising action, create a climax, describe the falling action and wrap up the story in the resolution. Reinforce the importance of a story's momentum and how it holds the readers' attention and clarifies the plot. Students may learn to create a narrator, a protagonist/antagonist, and how to develop secondary characters Students write both a story and a personal narrative. Students explore narrative writing through other formats (e.g., poetry, dramatic pieces, songs). Students use a variety of writing formats to meet the standard: <ul style="list-style-type: none"> A story about a trip to another time period. A personal narrative about a party. A poem about a visit to a favorite place. A fictional play based on a current event. Students write a story from the perspective of a prominent historical figure or a member of a historical culture or group about the challenges of everyday life. Students write a poem or song about cell structures and functions.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
<p>CC.W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Produce writing that is clear and coherent in development, organization and style. Develop the ability to adhere to a specific task, purpose, and audience in their writing. Apply a multi-stage, reflective process that requires planning and revision. <p>How?</p> <ul style="list-style-type: none"> Students construct a timeline of a historical era being studied. Students construct charts and graphs using historical data. Students keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs. Students design an investigation to test individual variables using scientific processes. Students create a simple web page incorporating graphics. RAFT : Students use a customized Role, Audience, Format, Topic (RAFT) organizer at the inception of the task. Students use formula wheels with rubrics in order to meet the requirements of the specific type of writing. <ul style="list-style-type: none"> Basic: Students are provided with RAFT organizers and formula wheels. They use models of specific genres of writing to create and shape their own writing. Extended: Students create RAFT organizers, formula wheels and rubrics of various samples of writing (magazine/newspaper articles, reviews, essays, position papers, etc.) or create an “instructional writing kit” for one sample of writing.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Share their work with each other in order to give/receive feedback during the writing process. <p><i>How?</i></p> <ul style="list-style-type: none"> • Peer editing enables students to obtain feedback from classmates in order to strengthen their writing. • Provide students with a checklist to use when reviewing each other's papers. • Write a myth or legend. Myths and legends were written to explain their surroundings (often before scientific explanations were found). Follow the "typical" pattern (see below) but also build upon your insights from studying the characters, unique characteristics to the country of origin, and title. <ul style="list-style-type: none"> ○ Explanation of the setting ○ The problem ○ The failure to solve the problem ○ The hero comes along ○ He/she has a plan ○ The solution is found ○ Conclusion (usually a "happy ending")

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Publish a final product. Publishing includes presenting a final product for the intended audience. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use tools including blogs and wikis to develop writing and communicate with other students. • Guide students toward internet tools available to them which allow students to upload work and collaborate with others. • Teachers should create a rubric to assist in expectations of keyboarding skills (e.g., margins, spacing, font size, font style). • Provide “on-demand” writing for students by limiting the amount of time permitted to complete the assignment. • Provide opportunities for students to review writing collaboratively using a peer review process, checklists, rubrics, etc. • Students communicate and collaborate for the purpose of producing original works or solving problems.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>Students will:</p> <ul style="list-style-type: none"> Identify a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product. Write a summary of information from sources (e.g., encyclopedias, websites, and experts) that include: <ul style="list-style-type: none"> paraphrasing to convey ideas and details from the source information that is correctly cited using a standard, recognized format main idea(s) and relevant details <p>How?</p> <ul style="list-style-type: none"> The focus of this topic is the understanding that writers activate prior knowledge and then engage in the process of inquiry and research. Assign students to break down and re-state the writing prompt in their own words. Brainstorm a list of sources that could be used for their project. Reinforce the idea that a list of sources may change through research progress. Historical Research <ul style="list-style-type: none"> Design a series of questions for students to answer about a famous person, famous place or current or historical event. Students conduct research for answers to their questions. Crediting all helpful resources, students write a script and create a multimedia presentation to demonstrate what they have learned. Some students may self-select topics and design their own research questions. Conduct research on a country from which you read folklore.

	<p>How does knowing information enhance your understanding of the folklore from that country? What information did you only learn from research? Talk with a classmate to share ideas. Then, drawing on informational text as well as folklore we've read, write an essay response to the essential question, "How is folklore simultaneously revealing and limiting?" Add examples of this in a multimedia format and present it to the class.</p>
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Gather information from a variety of sources (e.g., encyclopedias, Internet websites, experts, and journal or magazine articles, textbooks). • Develop the ability to judge each source and assess its overall accuracy and value. • Use quotations correctly and/or paraphrase information to avoid plagiarism. • Learn to cite sources. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students draw evidence from what they read to support their research • Learn how to best integrate the information without plagiarizing • Practice citing sources and weaving in the information into their own work • As a class, keep a class chart of the famous people studied with the following categories. At the end of the unit, this information will be used to make comparisons and generalizations about people who are passionate about aviation, either as a hobby or a career. <ul style="list-style-type: none"> ○ Person's name? ○ Obstacles he/she faces? ○ Why he/she is famous? ○ What was a turning point in his/her life that led him/her to become famous?

	<ul style="list-style-type: none">○ What did you learn about this person that surprised you?● Computer Search: Have students determine if their sources are truly credible and usable. Students discover that all websites have an author and ultimately, bias. They need to determine those biases before accepting the website as a source.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
<p>CC.W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> 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”).</p> <p>b. Apply <i>grade 6 Reading standards</i> 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”).</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Draw from texts, either literary or informational to support research, analysis and reflection. • Compare and contrast literary works that span genres with flexibility and translate their ideas into written pieces. • Evaluate the validity of the key details that support claims within informational pieces. • Include the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students write a character analysis from a literary text and support their claims with evidence from the text. • Students write an analysis of the impact of historical events using information from both a literary selection and historical documents or text. • Students write an analysis of an argument using evidence from the text to support their claim(s) regarding the argument. • Students draw evidence of historical fact from an informational text or a piece of historical fiction to support an analysis or reflection about the historical accuracies of the novel.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Writing	
Range of Writing	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Engage in numerous writing pieces throughout the year. Write with a broad range of tasks, purposes, and audiences in mind. Produce writing over extended and shorter time frames. <p><i>How?</i></p> <ul style="list-style-type: none"> Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year. Entrance/Exit Slips Students of all levels can succeed at writing Entrance/Exit slips. These one-sentence summaries or responses to teacher questions allow students to demonstrate understanding of a topic or lesson. These also may take the form of reflective writing.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC.L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. 	<p>Students will:</p> <ul style="list-style-type: none"> Use pronouns in the proper case when writing or speaking: <ul style="list-style-type: none"> Subjective case: pronouns used as subject (e.g., I, you, he, she, it, we, they) Objective case: pronouns used as objects of verbs or prepositions (e.g., me, you, him, her, it, us, them) Possessive case: pronouns which express ownership (e.g., mine, my, your, yours, his, her, hers, its, our, ours, their, theirs). Use intensive pronouns: Intensive pronouns are the same words used to emphasize the subject of the sentence. Intensive pronouns usually appear right near the subject of the sentence (e.g., I myself am sick of the heat). Reflexive pronouns refer back to the subject of a sentence (e.g., Joan bought herself a shirt.). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns. Show their understanding of the conventions of Standard English grammar when writing or speaking to communicate more clearly and concisely. Be able to communicate ideas in writing and express themselves with repeated and correct use. <p>How?</p> <ul style="list-style-type: none"> Students draw conclusions about the purposeful use of verb tenses and forms, skillful use of voice, and contextual meaning of language Place an emphasis on pronoun usage Wandering Phrase : Students can practice varying the start of a sentence by using the <i>wandering</i> prepositional phrase. The teacher creates descriptive sentences and has the students (alone or with a partner) add a prepositional phrase to the sentence. The phrases could start the sentence, be placed in the middle to clarify or describe, or placed at the end. After completing several

examples, have students share and move the placement of the prepositional phrase. Does the sentence mean the same thing?

- **Write a Mystery:** After reading and discussing mysteries in class, try to write your own that incorporates the new vocabulary words learned in the unit. Focus on using pronouns correctly in your mystery. Talk your ideas through with a partner, but don't give away the ending! See how long you can keep your reader engaged without giving away the resolution.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC.L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. Spell correctly. 	<p>Students will:</p> <ul style="list-style-type: none"> Use standard conventions to purposefully communicate intention and meaning to the reader. Know and use the correct grammatical structures of English. Learn the purposes for punctuation and using a range of strategies for spelling help students grow more skillful in effectively communicating ideas. <p>How?</p> <ul style="list-style-type: none"> Provide routine modeling and practice Provide practice through grammatical mini-lessons, editing conferences, and writer's workshops Write an argument that supports your claim based on what you learned about courageous characters you have read about. Include clear reasons and relevant evidence from texts read. Sentence Frames To help students develop varied sentence patterns in their writing, have them practice completing sentence frames with phrases that are prepared by the teacher. The students (either alone or with a partner) place the phrases into the blank sentence frame, making sure the sentence has clear meaning. Ex: _____, _____ _____. Clause conj. Clause <i>but the dog scampered wildly in the park he fell asleep on my lap</i> Enriched or mastery students can create their own phrases to fit the frames.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Language	
Knowledge of Language	
<p>CC.L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. 	<p>Students will:</p> <ul style="list-style-type: none"> Understand how language can be used to convey specific meanings or particular effects to the reader. Use knowledge of language and its conventions and vary sentence patterns for meaning, interest, and style. Show how sentence fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length. Create sentences that flow together and sound natural when read aloud. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing. Use effective and natural dialogue when appropriate. Maintain consistency in style and tone in writing and speaking. <p>How?</p> <ul style="list-style-type: none"> Students experiment with varying sentence pattern Oral Presentation: Choose a story to read, summarize, and present to the class. Part of the presentation should include the meaning of the story, the qualities of the courageous character, and how the dialect affects the story Sentence Workshop : Students choose a sentence and on the first day correct any mechanical, usage, grammar or spelling errors. On the second day, students use the same sentence and make it more vivid. The third day calls for students to change something else. This daily practice not only reinforces grammar rules, but also shows the numerous ways to improve and revise writing.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.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> <ol style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 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. 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>Students will:</p> <ul style="list-style-type: none"> Understand that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text. Use familiarity with language and its structure as a tool to aid their reading comprehension. Draw from a variety of skills including using context and function to determine a word's meaning Analyze unknown words using knowledge of Greek and Latin roots Develop the skills to use reference tools. <p>How?</p> <ul style="list-style-type: none"> Provide practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots. Ask students to routinely apply their knowledge in authentic reading, writing, and speaking contexts Word Study: Keep an index card file of words studied while reading about courageous characters. Keeping the words on index cards will help sort words by prefix, suffix, root words, meaning, country of origin, spelling feature, etc. Personal Glossaries Basic: Students create personal glossaries of affixes and roots in order to define, through etymology and context, new subject-area words. Extended: Students determine and create a rap, poem, song or video (in the spirit of "School House Rock") that defines the meanings of common affixes and roots for the use of others.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). 	<p>Students will:</p> <ul style="list-style-type: none"> Understand that a figure of speech is language used in a non-literal way. Understand that words and/or groups of words have relationships that can assist in comprehension, acquisition, and usage. Understand that associating words that have similar definitions can aid in comprehension, acquisition, and usage. <p>How?</p> <ul style="list-style-type: none"> Provide opportunities for activities that require students to determine the relative strength, meaning, or relationship between words. Possible activities include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus. Ask students to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of the text. Lead Vocabulary Strategy: This strategy allows the teacher to assess students' prior knowledge related to a topic or unit of study. The instructional strategy has three steps: <ul style="list-style-type: none"> L List specialized or academic vocabulary words related to the topic. EA Provide students with an <i>experience activity</i> where they would use the specialized words highlighted. D Discuss the topic using the specialized vocabulary words as a way of focusing the discussion. Dramatization/Fluency: Choose an emotional passage from a story that exemplifies a character's courageousness. Work with classmates to

	present it as a dramatic reading. After the reading, ask your classmates to point out language that enhanced meaning, conveyed style, and helped achieve a feeling of strong emotion.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
CC.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.	<p>Students will:</p> <ul style="list-style-type: none"> • Use grade appropriate words and phrases. Words are chosen thoughtfully, lending to use in a variety of academic contexts (e.g., analyze, grimace, multitude, etc). • Use grade appropriate words and phrases that are domain-specific. These words enhance understanding of content knowledge of a particular subject (e.g., mummification, haiku, igneous, etc.). • Apply vocabulary knowledge when considering the meaning of a word or phrase (e.g., knowledge of Greek and Latin roots and affixes, context clues, part of speech, use in sentence, etc.). <p>How?</p> <ul style="list-style-type: none"> • Provide a language-rich classroom to incorporate words and phrases in a variety of ways. • Allow students to participate in cooperative learning groups and editing of their own writing and the writing of peers. • Teach and model academic vocabulary through classroom assignments. • Analyze a variety of texts, pictures, poems, and directions. • Students benefit from the use of writing frames or sentence starters to gain proficiency with academic terms. • Display domain-specific vocabulary throughout the classroom, such as on a word wall, and routinely reference them during instruction. • Teach strategies such as using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
<p>CC.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.</p> <ol style="list-style-type: none"> 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. 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 through reflection and paraphrasing. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Collaborate in groups to discuss a variety of topics to express their ideas clearly and persuasively. Actively listen to and demonstrate respect for each others' viewpoints Effectively explain how their observations and readers contribute to a topic theme or issue Develop new understandings and knowledge as well as accomplish goals and make appropriate contributions. Must act responsibly by effectively managing their time, cooperating and contributing to the group process. In order to be effective listeners able to focus on and explain information presented in a variety of formats, they also must apply critical listening skills. Critical listeners focus on the speaker's main ideas or points, listening for clue words such as <i>major</i> or <i>most important</i>. <p><i>How?</i></p> <ul style="list-style-type: none"> Facilitate student interaction within collaborative groups by providing roles to keep students connected and engaged. Students engage effectively in teacher-led discussions and discussions with partners (book clubs, literature circles or Socratic seminars) Be prepared to compare and contrast two or more characters, settings, or events across stories, drawing on specific information from the stories read by you and your classmates. Use a graphic organizer to record information. Provide students with rubrics. Prepare to Discuss Have students prepare for literary discussions on trade books by having them note character changes, determine a

	significant event in the story, identify a change in setting and the influence on the plot, make text-to-text connections and/or text-to-self-connections, or find answers to general story questions. Answers are noted with sticky notes.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Learn to perceive and explain how each medium shapes or influences the audience's perception and understanding. • Observe how mediums appeal to one or more senses with varying levels of intensity. <p><i>How?</i></p> <ul style="list-style-type: none"> • Read a variety of stories and interviews from the same time period (i.e., Titanic survivors or slaves, or children who worked during the Depression, etc.). How are their accounts similar? Different? Why would accounts of the same event vary? Trace and evaluate the specific claims in a text, and decide if they are sound and if there is sufficient evidence to support the claims. Write responses in your journal, and share with a partner who read about the time period. • Research Pairs <ul style="list-style-type: none"> • Working with a partner, research two people (a list of research pairs provided by the teacher), record information on a Venn diagram, use the information to create dialogue, and turn the dialogue into a poem for two voices to be orally performed, (e.g. , Edison and Bell, DuBois and B.T. Washington, Carnegie and Darrow, Bethune and E. Roosevelt). This is modeled in <i>Joyful Noise, Poem for Two Voices</i> by Paul Fleishman. • Compare reading a speech to watching a video of the speech. • Ask question to be discussed and debated within a group or whole-class setting: <ul style="list-style-type: none"> • <i>Which version did I prefer overall?</i> • <i>Did I connect more to the information by listening or by reading?</i> • <i>How did it affect my understanding to hear the speech?</i>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Evaluate a speaker's argument and distinguish between solid, supportive evidence and weaker details • Listen to identify important details as well as distinguish between facts and opinions. This lends credibility to a speaker's information. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use graphic organizer as a note-taking tool to categorize and classify which claims in the speech are supported by clear evidence and which are not. • How do primary sources provide insight into the immigrants' experience? How are their stories alike? Different? Cite specific information from the text read to justify your response. Are their personal accounts supported by historical fact?

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 6

CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation and Knowledge and Ideas	
CC.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><i>Students will:</i></p> <ul style="list-style-type: none"> The focus of this topic, Presentation of Knowledge and Ideas, is a speaker's preparation and considerations when presenting information. Effective speakers prepare for a speech by considering audience and purpose. In considering the audience for a speech, speakers should think about the needs and interests of the audience and ask themselves the following questions: <ol style="list-style-type: none"> How much background information about the topic will the audience need? What details will my presentation need in order to inform as well as keep my audience interested? Is my presentation logical and coherent? Utilize skills that are common to the language production domain of writing. Students should organize their ideas in a logical, sequential order. <p><i>How?</i></p> <ul style="list-style-type: none"> Use a graphic organizer for planning stages. Provide a rubric for students. Kinesthetic Activity Have students practice writing directions (how to carve a pumpkin, etc.), then read their directions having other students physically follow those directions. This should show students the importance of clarity and word choice as well as the importance of structure, sequencing and organization. Math Connection: Solve the "Painted Cube Problem" in math class, or solve some math problems from The \$1.00 Word Riddle Book by Marilyn Burns.

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CC.SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p><i>Students will:</i></p> <ul style="list-style-type: none">• Incorporate multimedia components into presentations for clarity to the content. <p><i>How?</i></p> <ul style="list-style-type: none">• Incorporate posters outlining charts/graphs.• Incorporate music and/or sound effects.• Incorporate technology into presentations.

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CC.SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Determine language that is appropriate and effective for addressing a variety of audiences and purposes Speakers also should have knowledge of and use appropriate speaking strategies that will enable them to effectively present for a variety of purposes, in a variety of situations and to a variety of audiences. When presenting, speakers should adjust their language and method of delivery based on the awareness of the needs of the audience. This awareness helps the speaker compose and deliver presentations that are engaging, insightful and articulated in a clear, concise manner. It also promotes active audience engagement. <p><i>How?</i></p> <ul style="list-style-type: none"> Provide assignments that allow students to manipulate their speech based upon context Book Character : Students present book responses by assuming the identities of book characters. Students also could present the results of research as they assume the identities of historical figures or witnesses to historical events. Choose your favorite poem. Present a dramatic reading to the class. (Alternately, write your own poem for two voices and present that to the class with a classmate).