

Quarter					Concepts and Skills	Instructional Shifts						
1	2	3	4	Literary Text		Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
					READING STANDARDS FOR LITERATURE							
					Key Ideas and Details							
				RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
				RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.							
				RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.							
					Craft and Structure							
				RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.							
				RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.							
				RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.							
					Integration of Knowledge and Ideas							
				RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.							
				RL.6.8	Use story details to support the author's purpose.							
				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.							

Quarter				Concepts and Skills	Instructional Shifts							
1	2	3	4		Literary Text	Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				Range of Reading and Level of Text Complexity								
				RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the lexile range of 665L to 1050L text complexity proficiently, with scaffolding as needed at the high end of the range.								
				READING STANDARDS FOR INFORMATIONAL TEXT								
				Key Ideas and Details								
				RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
				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.								
				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).								
				RI.6.3T T. Use a procedural text to:								
				RI.6.3Ti Ti. Follow multi-tasked instructions to complete a task, solve a problem, or perform procedures								
				RI.6.3Tii Tii. Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.								
				Craft and Structure								
				RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.								
				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.								
				RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text								

Quarter				Concepts and Skills	Instructional Shifts							
1	2	3	4		Literary Text	Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				Integration of Knowledge and Ideas								
				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.							
				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.							
				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).							
				Range of Reading and Level of Text Complexity								
				RI.6.10	By the end of the year, read and comprehend nonfiction text in the lexile range of 665L to 1050L text complexity proficiently, with scaffolding as needed at the high end of the range.							
				RI.6.10T	T. Include expository, persuasive, and procedural text							
				WRITING STANDARDS								
				Handwriting								
				L.6.1SA	Correctly and consistently use cursive handwriting in written work							
				Text Types and Purposes								
				W.6.1	Write arguments to support claims with clear reasons and relevant evidence.							
				W.6.1a	a. Introduce claim(s) and organize the reasons and evidence clearly.							
				W.6.1b	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.							
				W.6.1c	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.							
				W.6.1d	d. Establish and maintain a formal style.							
				W.6.1e	e. Provide a concluding statement or section that follows from the argument presented.							

Quarter				Concepts and Skills	Instructional Shifts							
1	2	3	4		Literary Text	Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				W.6.2	Write informative/explanatory and expository/descriptive texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.							
				W.6.2a	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.							
				W.6.2b	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.							
				W.6.2c	c. Use appropriate transitions to clarify the relationships among ideas and concepts.							
				W.6.2d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.							
				W.6.2e	e. Establish and maintain a formal style.							
				W.6.2f	f. Provide a concluding statement or section that follows from the information or explanation presented.							
				W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.							
				W.6.3a	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.							
				W.6.3b	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.							
				W.6.3c	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.							

Quarter				Concepts and Skills	Instructional Shifts							
1	2	3	4		Literary Text	Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				W.6.3d	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.							
				W.6.3e	e. Provide a conclusion that follows from the narrated experiences or events.							
Production and Distribution of Writing												
				W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)							
				W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 6 on page 53.)							
				W.6.5T	T. Use and understand the function of the following parts of speech in the context of reading, writing, and speaking:							
				W.6.5Ti	Ti. Verbs (irregular verbs and active and passive voice)							
				W.6.5Tii	Tii. Non-count nouns (e.g., rice, paper)							
				W.6.5Tiii	Tiii. Predicate adjectives (She is <i>intelligent</i>) and their comparative and superlative forms (e.g., many, more, most)							
				W.6.5Tiv	Tiv. Conjunctive adverbs (e.g. consequently, furthermore, indeed)							
				W.6.5Tv	Tv. Prepositions and prepositional phrases to convey location, time, direction, or to provide details							
				W.6.5Tvi	Tvi. Indefinite pronouns (e.g., all, both, nothing, anything)							
				W.6.5Tvii	Tvii. Subordinating conjunctions (e.g., while, because, although, if)							

Quarter				Concepts and Skills	Instructional Shifts							
1	2	3	4		Literary Text	Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				W.6.5Tviii	Tviii. Transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to)							
				W.6.5T1	T1. Differentiate between the active and passive voice and know how to use them both							
				W.6.5T2	T2. Use complete simple and compound sentences with correct subject-verb agreement							
				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.							
				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.							
				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.							
				W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
				W.6.9a	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”).							
				W.6.9b	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”).							

Quarter				Concepts and Skills	Instructional Shifts							
1	2	3	4		Literary Text	Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				Range of Writing								
				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.								
				SPEAKING AND LISTENING								
				Comprehension and Collaboration								
				SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.								
				SL.6.1a 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.								
				SL.6.1b b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.								
				SL.6.1c c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.								
				SL.6.1d d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.								
				SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.								
				SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.								
				Presentation of Knowledge and Ideas								

Quarter					Concepts and Skills	Instructional Shifts						
1	2	3	4	Literary Text		Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				SL.6.4		Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.						
				SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.							
				SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)							
					LANGUAGE							
					Conventions of Standard English							
				L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
				L.6.1a	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).							
				L.6.1b	b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).							
				L.6.1c	c. Recognize and correct inappropriate shifts in pronoun number and person.*							
				L.6.1d	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*							
				L.6.1e	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.*							
				L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
				L.6.2a	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*							
				L.6.2b	b. Spell correctly.							

Quarter				Concepts and Skills	Instructional Shifts							
1	2	3	4		Literary Text	Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				Knowledge of Language								
				L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.								
				L.6.3a a. Vary sentence patterns for meaning, reader/listener interest, and style.*								
				L.6.3b b. Maintain consistency in style and tone.*								
				Vocabulary Acquisition and Use								
				L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.								
				L.6.4a a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.								
				L.6.4b b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).								
				L.6.4c c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.								
				L.6.4d 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).								
				L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.								
				L.6.5a a. Interpret figures of speech (e.g., personification) in context.								
				L.6.5b b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) by using analogies, word games, etc. to better understand each of the words.								

Quarter					<i>Concepts and Skills</i>	Instructional Shifts						
1	2	3	4	Literary Text		Informational Text	Close Read Strategy	Tier II Vocab	Text Dependent Questions	Evidence Based	Writing Element	Speaking Element
				L.6.5c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).							
				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.							

** Skills that are increasing in complexity*