

## ELA Model Curriculum- Grade 6

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit: <http://www.state.nj.us/education/modelcurriculum/ela/>

For more information on the Common Core State Standards please visit: <http://www.corestandards.org/ELA-Literacy/>

### **Treasures Series Online Resources:**

<http://leveledreaderdatabase.macmillanmh.com/lrdb/search.form>

[http://activities.macmillanmh.com/reading/treasures/html/main\\_student.html](http://activities.macmillanmh.com/reading/treasures/html/main_student.html)

[http://www.mhschool.com/reading/treasure\\_workbooks/national.html](http://www.mhschool.com/reading/treasure_workbooks/national.html)

**RAZ Kids: (check with your child's teacher for login)** <http://www.raz-kids.com/main/Login>

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Unit 1		Months: September/October
Standard number	Student Learning Goal	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).	
RL.6.1	Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).	
RL.6.2	Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments.	
RL.6.3	Describe how a particular story's plot unfolds in a series of episodes in 6 <sup>th</sup> grade text(s).	
RL.6.3	Describe how characters respond or change as the plot moves toward a resolution in 6 <sup>th</sup> grade text(s).	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., "organization" connotes a sense of neatness).	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.	
RL.6.5	Analyze how a particular sentence fits into a text's structure and contributes to theme development.	
RL.6.5	Analyze how a particular chapter fits into a text's structure and contributes to theme development.	
RL.6.5	Analyze how a particular sentence fits into a text's structure and contributes to setting development.	
RL.6.5	Analyze how a particular chapter fits into a text's structure and contributes to setting development.	
RL.6.5	Analyze how a particular sentence fits into a text's structure and contributes to plot development.	
RL.6.5	Analyze how a particular chapter fits into a text's structure and contributes to plot development.	
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	
RL.6.7	Compare and contrast the experience of reading a story 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.	
W.6.3b.	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	
W.6.3d.	Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	
W.6.3a.	Write narratives to develop real or imagined experiences or events using well-structured event sequences.	

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W.6.3a.	Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.
W.6.3a.	Write narratives to develop real or imagined experiences or events to engage and orient the reader by establishing a context.
W.6.3a.	Write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters.
W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.
W.6.3e.	When writing narratives, provide a conclusion that follows from the narrated experiences or events.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish narrative 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.6.9a	Draw evidence from 6 <sup>th</sup> grade literary texts to support analysis and reflection; 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.6.10	Write narratives routinely over extended time frames (time for 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.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.6.1a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b.	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d.	When participating in collaborative discussions 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,

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	quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.6; L.6.3a.	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.
L.6.1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b.	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.6.2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b.	Demonstrate command of the conventions of standard English to spell correctly.
L.6.4a.	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; 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.	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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c.d.	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; 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).
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.

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Unit 2:		November/December
Standard number	Student Learning Goal	
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 the central idea of a text and how it is conveyed through particular details.	
RI.6.2	When reading a 6 <sup>th</sup> grade informational text, 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.	
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 fits into the overall structure of a text and contributes to the development of ideas.	
RI.6.5	Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.	
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).	
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, through the selection of relevant content.	
W.6.2a.	Write informative/explanatory texts to examine a topic and convey ideas through the organization of relevant content; introduce a topic; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	
W.6.2a.	Organize ideas, using strategies such as definition, classification, comparison/contrast, and cause/effect.	
W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example	
W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.	
W.6.2d.	When writing informative/explanatory text, use precise language to inform about or explain the topic.	
W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.	
W.6.2e.	Write informative/explanatory texts to examine a topic and convey ideas, through the analysis of relevant content; establish and maintain a formal style.	
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
W.6.6	Demonstrate sufficient command of keyboarding skills to type a	

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	minimum of three pages in a single sitting.
W.6.9b.	Draw evidence from informational texts to support analysis and reflection; 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.6.10	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.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.6.1a.	Come to discussions prepared, having read or studied required material.
SL.6.1a.	Come to discussions prepared having read or studied required material; explicitly draw on preparation for a discussion by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b.	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d.	When participating in collaborative discussions, review the key ideas expressed.
SL.6.1d.	Demonstrate understanding of multiple perspectives through reflection and paraphrasing when participating in collaborative discussions.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1a.	Ensure that pronouns are in the proper case (subjective, objective, and possessive) when writing or speaking.
L.6.1b.	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b.	Demonstrate command of the conventions of standard English to spell correctly.
L.6.3a.	Vary sentence patterns for meaning when writing, speaking, reading, or listening.
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

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	range of strategies.
L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4b.	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.6.4b.	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c.d.	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).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.6.6	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression;

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Unit 3:		January/February
Standard number	Student Learning Goal	
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.	
RI.6.2	When reading a 6 <sup>th</sup> grade informational text, 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.	
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 fits into the overall structure of a text and contributes to the development of ideas.	
RI.6.5	Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.	
RI.6.5	Analyze how a particular chapter fits into the overall structure of a text and contributes to the development of ideas.	
RI.6.5	Analyze how a particular section fits into the overall structure of a text and contributes to the development of 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.	
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.	
W.6.1a.b.	Write arguments to introduce and support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	
W.6.8	Gather relevant information from multiple print and digital sources and assess the credibility of each source.	
W.6.1c.d.	When writing arguments, support claims with clear reasons and relevant evidence, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.	
W.6.1e.	When writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented.	
W.6.4	When writing arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W.6.5	With some guidance and support from peers and adults, develop and	



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	strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.8	Provide basic bibliographic information for sources when writing arguments.
W.6.9b.	Draw evidence from informational texts to support analysis, reflection, and research; 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.6.10	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.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.6.1a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b.	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d.	When participating in collaborative discussions 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, and 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.
SL.6.6	Demonstrate a command of formal English and its conventions

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	when writing, speaking, reading, or listening.
L.6.1a.	Ensure that pronouns are in the proper case (subjective, objective, and possessive) when writing and speaking.
L.6.1b.	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b.	Demonstrate command of the conventions of standard English to spell correctly.
L.6.3a.	Vary sentence patterns for meaning when writing and speaking.
L.6.3b.	Maintain consistency in style and tone when writing and speaking.
L.6.4a.	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; 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.	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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c.d.	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; 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).
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.

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Unit 4:		March/April
Standard number	Student Learning Goal	
RL.6.1	Cite textual evidence to support analysis of what Grade 6 text says explicitly.	
RL.6.1	Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).	
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 drama’s plot unfolds in a series of episodes in 6 <sup>th</sup> grade text(s).	
RL.6.3	Describe how characters respond or change as the plot moves toward a resolution in 6 <sup>th</sup> grade text(s).	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., “organization” connotes a sense of neatness).	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on 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.	
RL.6.7	Compare and contrast the experience of reading a drama 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	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.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
W.6.3b.	When writing narratives, develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	
W.6.3d.	When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	
W.6.3a.	When writing narratives, 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.6.3c	When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting	

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	to another when writing narratives.
W.6.3e.	When writing narratives, provide a conclusion that follows from the narrated experiences or events.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish narrative 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.6.9a	Draw evidence from 6 <sup>th</sup> grade literary texts to support analysis, reflection, and research; 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.6.10	Write narratives 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.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.6.1a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1b.	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d.	When participating in collaborative discussions 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, and orally) and explain how it contributes to a topic, text, or issue under study.
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, and sound) and visual displays in presentations to clarify information.
SL.6.6; L.6.3a.	Demonstrate a command of formal English and its conventions when writing,

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	speaking, reading, or listening; vary sentence patterns for meaning.
L.6.1a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1b.	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.6.1c.	When writing or speaking, recognize and correct inappropriate shifts in pronoun number and person.
L.6.1d.	When writing or speaking, recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b.	Demonstrate command of the conventions of standard English to spell correctly.
L.6.4a.	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; 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.	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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c.d.	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; 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).
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5a.	Interpret figures of speech (e.g., personification) in context.
L.6.5a.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5a.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i> ).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering

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	a word or phrase important to comprehension or expression.
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Unit 5:		May/June
Standard number	Student Learning Goal	
RL.6.2	Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments.	
RL.6.3	Describe how a particular drama’s plot unfolds in a series of episodes in 6 <sup>th</sup> grade text(s).	
RL.6.3	Describe how characters respond or change as the plot moves toward a resolution in 6 <sup>th</sup> grade text(s).	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., “organization” connotes a sense of neatness).	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on 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.6.9	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.	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	
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 ideas.	
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).	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
W.6.3b.	When writing narratives, develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	
W.6.3d.	When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	
W.6.3a.	When writing narratives, engage and orient the reader by establishing a	

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	context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.6.3c	When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.
W.6.3e.	When writing narratives, provide a conclusion that follows from the narrated experiences or events.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1a.	When writing arguments, introduce claim(s) and organize the reasons and evidence clearly.
W.6.1b.	When writing arguments, support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1c.d.	When writing arguments, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.
W.6.1e.	When writing arguments, provide a concluding statement or section that follows from the argument presented.
W.6.4	When writing narratives and arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.8	Provide basic bibliographic information for sources when writing arguments.
W.6.9a,b.	Draw evidence from literary and informational texts to support analysis, reflection, and research; apply grade 6 Reading standards to literature; 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”), and 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”).
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.6.1a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.



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SL.6.1b.	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1d.	When participating in collaborative discussions 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, and 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.
SL.6.6	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.
L.6.1a.	Ensure that pronouns are in the proper case (subjective, objective, and possessive) when writing and speaking.
L.6.1b.	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.6.2a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2b.	Demonstrate command of the conventions of standard English to spell correctly.
L.6.3a.	Vary sentence patterns for meaning when writing and speaking.
L.6.3b.	Maintain consistency in style and tone when writing and speaking.
L.6.4a.	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; 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.	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; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4c.d.	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; 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).

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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.
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