

TEMPLATE

Core Essentials Grade 6

At the end of the First Trimester, students in sixth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)

Reading Standards for Informational Text (RI)

- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)

Writing Standards (W)

- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)

Speaking and Listening Standards (SL)

- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)

Language Standards (L)

- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)
- ✓ Write the skill here (put standard number here)

Core Essentials Grade 6

At the end of the **First Trimester**, students in sixth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Make inferences using a text. ([Unit One](#)) Develop reading strategies including monitoring, predicting, setting a purpose for reading, and connecting. ([Unit Two](#)) Determine author's purpose. ([Unit Three](#)) (RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
- ✓ Determine the theme or central idea of a text. ([Unit Three](#)) (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.)
- ✓ Describe how a story's or drama's plot unfolds. ([Unit One](#)) Analyze character and character traits as well as how a character responds and reacts as the plot unfolds. ([Unit Two](#)) Determine how the characters help reveal theme. ([Unit Theme](#)) (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.)
- ✓ Determining figurative and connotative meanings of words and phrases as they are used in texts. ([Unit Two](#)) (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.)
- ✓ Analyze how pieces of the text contribute to the development of the setting or the plot. ([Unit One](#)) Analyze how point of view contributes to the development of the plot. ([Unit Two](#)) Analyze how a sentence contributes to the overall theme. ([Unit Three](#)) (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.)
- ✓ Explain how an author develops the point of view of the narrator in a text. ([Unit Two](#)) (RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.)
- ✓ Synthesize ideas across different texts. ([Unit One](#)) (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.)
- ✓ Compare and contrast different stories. ([Unit Two](#)) (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.)
- ✓ Read and comprehend literature. ([Unit Three](#)) (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.)

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Reading Standards for Informational Text (RI)

- ✓ Make inferences using an informational text. ([Unit One](#)) (RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
- ✓ **Describe the main idea of a text as well as summarize the text without interjecting personal thoughts and/or opinions. ([Unit One](#)) (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.)**
- ✓ Analyze and determine author's purpose. ([Unit Three](#)) (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).)
- ✓ Determine the meaning of words and phrases in text. ([Unit One](#)) ([Unit Two](#)) (RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.)
- ✓ Follow a set of written directions ([Unit Three](#)) (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.)
- ✓ Determine author's purpose. ([Unit Three](#)) (RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.)
- ✓ Interpret camera shots and sound effects presented in a movie. ([Unit One](#)) Use steps to visualize creation of finished project. ([Unit Three](#)) (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.)
- ✓ Compare and contrast one author's presentation of events with that of another. ([Unit Two](#)) (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).)
- ✓ Read and comprehend literary nonfiction. ([Unit Two](#)) (RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.)

Writing Standards (W)

- ✓ Create a play review that includes a supported opinion. ([Unit One](#)) (W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons 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.

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- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.)
- ✓ Create a written work that synthesizes three space related articles. [\(Unit One\)](#) Write a reader's response that examines relationships within the story. Additionally, create a compare-contrast essay. [\(Unit Two\)](#) Write an essay that compares and contrasts two author's purposes. [\(Unit Three\)](#) (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.)
- ✓ Create a dialogue that continues the cliff hanger of "All Summer in a Day." [\(Unit One\)](#) Create a made-up dialogue between two characters and create a letter from a character's point of view. [\(Unit Three\)](#) (W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.)
- ✓ Create a play review, dialogue, and synthesis paper. [\(Unit One\)](#) Produce a clear and coherent compare-contrast essay that is organized, purpose driven, and focused towards a specific audience. [\(Unit Two\)](#) (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.)
- ✓ Create revisions on rough drafts. Use teacher and peer revisions to improve writing. [\(Unit One\)](#) [\(Unit Two\)](#) (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.)
- ✓ [\(Unit One\)](#) (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.)
- ✓ [\(Unit One\)](#) [\(Unit Three\)](#) (W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.)
- ✓ Create an essay that compares and contrasts two literary works, two characters, or two settings. [\(Unit Two\)](#) (W.6.9.A. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").)
- ✓ Be able to create an essay within a short or extended amount of time. [\(Unit Two\)](#) (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.)

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Speaking and Listening Standards (SL)

- ✓ Participate in a discussion. ([Unit One](#)) ([Unit Two](#)) Add a comment to an online discussion board ([Unit Three](#)) ([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.
 - 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.)
- ✓ Interpret information presented in media. ([Unit One](#)) ([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.)
- ✓ Evaluate other speaker's arguments. ([Unit One](#)) ([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.)
- ✓ Participate in a discussion using logical sequence of ideas, details, and facts. Use eye contact appropriate volume and speak clearly. ([Unit One](#)) ([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.)

Language Standards (L)

- ✓ Demonstrate command of grammar knowledge with a focus on proper pronoun use. ([Unit One](#)) Correctly punctuate dialogue and correctly use participial phrases ([Unit Three](#)) ([L.6.1](#). 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).
 - Use intensive pronouns (e.g., myself, ourselves).
 - Recognize and correct inappropriate shifts in pronoun number and person.*
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

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- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*)
- ✓ Demonstrate knowledge of correct punctuation, capitalization, and spelling. ([Unit One](#)) Punctuate dialogue correctly and correctly use participial phrases ([Unit Three](#)) (L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* ([Unit Two](#))
 - Spell correctly.)
- ✓ Use correct sentence types and punctuation. ([Unit Two](#)) Combine sentences with similar ideas. ([Unit Three](#)) (L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.*)
- ✓ Organize essay using the Subject-by-Subject method. ([Unit Two](#)) (L.6.3.b. Maintain consistency in style and tone.*)
- ✓ Determine or clarify the meaning of a word using a resource. ([Unit Two](#)) Determine meaning of vocabulary using context clues. ([Unit Three](#)) (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.)
 - Use context clues to determine meaning. ([Unit Three](#)) (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.)
 - Identify and correct sentence fragments and run-on sentences. ([Unit One](#)) Know the meaning of the Latin root "rupt." ([Unit Three](#)) (L.6.4.B.Vary sentence patterns for meaning, reader/listener interest, and style.*
 - Use a dictionary or thesaurus to determine or clarify the precise meaning of a word. ([Unit One](#)) (L.6.4.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.)
 - 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.
 - Interpret figures of speech (e.g., personification) in context.

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- Determine words using part-to-whole analogies. ([Unit Three](#)) (L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.)
- Distinguish between the associations of words and word definitions. ([Unit One](#)) (L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- ✓ Use roots and affixes as clues to the meaning of a word. ([Unit One](#)) (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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At the end of the **Second Trimester**, students in sixth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Students will know the characteristics of myths, legends, and tales. Students will use inferences made throughout the story to help determine the theme. ([Unit Six](#)) Infer the complete meanings of the poems. ([Unit Five](#)) RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Students will determine cultural values from the lessons conveyed in myths, legends, And tales. ([Unit Six](#)) 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.
- ✓ Students will determine themes and analyze what the themes show about the culture's values. ([Unit Six](#)) 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.
- ✓ Determine the meaning of figurative language in poetry. ([Unit Five](#)) Use word choice, sentence structure, imagery, and other literary device to determine author's style. ([Unit Four](#)) 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. (put standard number here)
- ✓ Determine the message the poem's refrain. Analyze how the elements of poetry affect the overall meaning of a poem. ([Unit Five](#)) 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.
- ✓ Infer the author's meaning by analyzing the author's poem. ([Unit Five](#)) RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
- ✓ Compare and contrast the themes and events in "Tuesday of the Other June" and "The Primer". ([Unit Four](#)) 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.
- ✓ Students will determine themes and analyze what the themes show about the culture's values. ([Unit Six](#)) 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.

Reading Standards for Informational Text (RI)

- ✓ Create a summary essay of the article "Spider Webs." ([Unit Six](#)) Use support and evidence from the article "The Problem with Bullies" to create a summary. ([Unit Four](#))

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- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Create two paragraph summaries of the feature article "The Problem with Bullies" and "The Jacket". ([Unit Four](#)) 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.
 - ✓ Students will use their knowledge classification organizational pattern to find information in "Spider Webs." ([Unit Six](#)) 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).
 - ✓ Determine the meaning of Gary Soto's figurative language from the story "The Jacket". ([Unit Four](#)) RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - ✓ Determine main idea in the feature article "The Problem with Bullies". ([Unit Four](#)) 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.
 - ✓ Students will use graphics in "Spider Webs" and "The Chenoo" to gather information. ([Unit Six](#)) 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.

Writing Standards (W)

- ✓ Create a summary of a scientific article and a "How-To" essay. ([Unit Six](#)) Create an online feature article written about an interest of the student. ([Unit Five](#)) Write a paragraph summary of the feature article "The Problem with Bullies". Create a response detailing how Gary Soto has changed since sixth grade. Compose a literary analysis. ([Unit Four](#)) 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.
 - 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.
 - 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.

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- Provide a concluding statement or section that follows from the information or explanation presented.
- ✓ Write an argumentative speech or letter to Archne to persuade her to be less boastful ([Unit Six](#)) Write two to three paragraphs describing how June might have felt at the end of the story. ([Unit Four](#)) W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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. Write the skill here (put standard number here)
 - Write the skill here (put standard number here)
- ✓ Create a "How-To" essay. ([Unit Six](#)) Create an online feature article written about an interest of the student. ([Unit Five](#)) Write a literary analysis of a book or story. ([Unit Four](#)) 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.)
- ✓ Create a "How-To" essay using peer and teacher guidance. ([Unit Six](#)) Create an online feature article written about an interest of the student. ([Unit Five](#)) Develop a literary analysis. ([Unit Four](#)) 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.
- ✓ Create an online feature article written about an interest of the student. Update the feature article with new information. ([Unit Five](#)) 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.
- ✓ Gather information to create an online feature article. ([Unit Five](#)) 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.

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- Write an analysis of a book or story that focuses examining the style, the theme, the setting, or the plot. ([Unit Four](#)) 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”).
- 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”).
- ✓ Create a “How-To” essay in a week time frame. ([Unit Six](#)) Use an extended amount of time to develop and revise a literary analysis. ([Unit Four](#)) 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 Standards (SL)

- ✓ Collaborate in groups, pairs, and in whole class discussions to complete unit activities. ([Unit Six](#)) ([Unit Five](#)) ([Unit Four](#)) 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.
 - 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.
 - Write the skill here (put standard number here)
- ✓ Students will be able to give and follow oral directions. ([Unit Six](#)) 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.
- ✓ Prepare and present a “How-To” speech. ([Unit Six](#)) Prepare a speech from student’s literary analysis paper. ([Unit Four](#)) 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.
- ✓ Prepare and present a “How-To” speech with multimedia components. ([Unit Six](#)) Create an online feature article that includes visuals and/or audio. ([Unit Five](#)) SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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- ✓ Prepare an oral response to literature. ([Unit Four](#)) SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (L)

- ✓ Demonstrate a command of conjunctions and transitions. ([Unit Six](#)) Learn about past, present, and future verb tenses, as well as how to fix run-on sentences. ([Unit Four](#))
L.6.1. 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).
 - Use intensive pronouns (e.g., myself, ourselves).
 - ([Unit Five](#)) Recognize and correct inappropriate shifts in pronoun number and person.
 - ([Unit Five](#)) 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.*Write the skill here (put standard number here)
 - Write the skill here (put standard number here)
- ✓ Learn to use commas to separate adjectives and to appropriately edit a draft. Additionally, use commas to correct run-on sentences. ([Unit Four](#)) L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Appropriately use commas, dashes, and parentheses when adding extra information. ([Unit Five](#)) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Spell correctly.
- ✓ L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Students will know the difference between simple and complex sentences. ([Unit Six](#)) Vary sentence patterns for meaning, reader/listener interest, and style.
 - Compose a "How To" essay and speech in order to teach peers how to complete a task. ([Unit Six](#)) Compose a literary analysis essay that has a focused audience and purpose. ([Unit Four](#)) Maintain consistency in style and tone.
- ✓ Students will evaluate their level of knowledge pertaining to a list of vocabulary words. Use context clues and reference resources to determine a words meaning. ([Unit Six](#))
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and

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phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- Learn vocabulary using context clues. ([Unit Four](#)) 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.
 - Determine an English word using a Greek or Latin affix. ([Unit Six](#)) Match English words with their Greek or Latin roots. ([Unit Five](#)) Learn the meaning of the suffix "pro". ([Unit Four](#)) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - Use story context to determine grammar. ([Unit Four](#)) 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.
- Interpret figurative speech while reading "Tuesday of the Other June". ([Unit Four](#)) 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*, *unwasteful*, *thrifty*).
- ✓ Gather vocabulary knowledge by using context clues and other resources. ([Unit Six](#)) ([Unit Five](#)) 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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At the end of the **Third Trimester**, students in sixth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Choose appropriate media for particular purposes, while creating a documentary film. ([Unit Seven](#)) 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.

Reading Standards for Informational Text (RI)

- ✓ Synthesize ideas between texts. ([Unit Seven](#)) RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Determine appropriate organizational pattern for expository text. Summarize expository text. ([Unit Eight](#)) 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.
- ✓ Identify the author's feelings towards the topic of the biography. Additionally, compare and contrast two characters, while identifying how the causes that make the characters different. ([Unit Seven](#)) 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).
- ✓ Determining the meaning of persuasive techniques. ([Unit Eight](#)) Understanding beyond literal language meaning. ([Unit Seven](#)) RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- ✓ Summarize and synthesize expository texts. Determine purpose for reading and appropriate organizational pattern for expository text. ([Unit Eight](#)) Interpret and create procedural text. ([Unit Seven](#)) 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.
- ✓ Determine the author's point of view in persuasive text and the effect the point of view has on the text. ([Unit Eight](#)) Determine how author's point of view affects the presentation of information in biography, autobiography, memoir, and personal narrative. ([Unit Seven](#)) RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- ✓ Determine an argument's claim and important supporting details. Determine when faulty reasoning (appeals of association, emotional appeals, and loaded language) are being used. ([Unit Eight](#)) Know how graphic aids enhance text. Summarize and

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synthesize expository texts. Determine appropriate organizational pattern for different types of expository medias. ([Unit Eight](#)) Use film clips, interviews, voice-overs, graphic aids and text to develop meaning of a topic. ([Unit Seven](#)) 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.

- ✓ Distinguish proper evidence and reasoning from faulty reasoning. ([Unit Eight](#)) 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.
- ✓ Understand the differences and similarities between autobiography and biography. Determine the value of an interview while watching a documentary. ([Unit Seven](#)) 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).

Writing Standards (W)

- ✓ Create a persuasive claim then support the claim using reasons and evidence. ([Unit Eight](#)) Write a short response describing Matthew Henson's contributions. ([Unit Seven](#)) W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons 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.
- ✓ Create a well-developed research essay. ([Unit Nine](#)) Use the article "SuperCroc" to describe the physical characteristics of Supercroc or evaluate the article's information and writing quality. ([Unit Eight](#)) Write a short response describing Matthew Henson's contributions. Create a procedural text detailing how to finger spell the student's first name. ([Unit Seven](#)) 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.
 - 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.
 - 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.

Core Essentials Grade 6

- 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.
- ✓ Create a personal narrative essay. ([Unit Seven](#)) W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
- ✓ Create a well-developed research essay. ([Unit Nine](#)) Create a persuasive essay focused on one claim. ([Unit Eight](#)) Create a personal narrative essay. ([Unit Seven](#)) 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.)
- ✓ Conference with peers and the teacher to improve the research essay. ([Unit Nine](#)) Conference with peers and the teacher while creating a personal narrative essay and a persuasive essay. ([Unit Seven](#)) ([Unit Eight](#)) 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.
- ✓ Create a well-developed, typed research essay. ([Unit Nine](#)) Create a personal documentary. ([Unit Seven](#)) 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.
- ✓ Create a focused research question then conduct research in order to form a research essay. ([Unit Nine](#)) W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- ✓ Create a focused research question then conduct research in order to form a research essay. ([Unit Nine](#)) 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.

Core Essentials Grade 6

- ✓ W.6.9. Draw evidence from literary or informational 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").
 - Evaluate and use proper sources to collect information for a research essay.
(Unit Nine) 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").
- ✓ Create a persuasive essay using quick writes and create a final product over multiple days. *(Unit Eight)* Create a personal documentary. *(Unit Seven)* 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 Standards (SL)

- ✓ Discuss organization and techniques in persuasive writing. Discuss reading and summarizing expository text. *(Unit Eight)* Hold discussions in different settings. *(Unit Seven)* 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.
 - 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.
- ✓ Evaluate and use proper sources to collect information for a research essay. *(Unit Nine)* 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.
- ✓ Include visuals with captions to help the reader better understand information in a research paper. *(Unit Nine)* Evaluate and analyze commercials. *(Unit Eight)* Create a video documentary. *(Unit Seven)* SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Core Essentials Grade 6

Language Standards (L)

- ✓ L.6.1. 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).
 - Use intensive pronouns (e.g., myself, ourselves).
 - Recognize and correct inappropriate shifts in pronoun number and person.*
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 - Using realistic dialogue in narrative essays. ([Unit Seven](#)) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- ✓ Use correct conventions, focusing on punctuating titles and sentence structure, when creating a research essay. ([Unit Nine](#)) Use correct conventions, focusing on punctuating quotations, when creating a persuasive essay. Use correct conventions, focusing on correct capitalization, when creating a short or extended response to "SuperCroc." ([Unit Eight](#)) Use correct conventions when creating short constructed response detailing Matthew Henson's contributions. ([Unit Seven](#)) L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Spell correctly.
- ✓ Vary sentence structure in order to create a focused research essay. ([Unit Nine](#)) Use appropriate transitions when writing a persuasive essay. ([Unit Eight](#)) L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Use commas to set off prepositional phrases. ([Unit Seven](#)) Vary sentence patterns for meaning, reader/listener interest, and style.
 - Stay focused on one claim when creating a persuasive essay. ([Unit Eight](#)) Maintain consistency in style and tone.
- ✓ Use etymology and affix knowledge to determine vocabulary word meanings. ([Unit Eight](#)) Determine vocabulary words using context and knowledge of prefixes. Additionally, learn idioms and their purpose. ([Unit Seven](#)) 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.
 - Use context clues in the articles to figure out scientific words. ([Unit Eight](#)) 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.

Core Essentials Grade 6

- Use etymology to help determine word meaning. ([Unit Eight](#)) 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).
- ✓ Learn part-to-whole analogies. ([Unit Seven](#)) L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 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, unwasteful, thrifty).
- ✓ Create a short response that uses two vocabulary words. Research word origins to better understand word meaning. ([Unit Eight](#)) Create a short constructed response detailing Matthew Henson's contributions. ([Unit Seven](#)) 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.