

Sixth Grade Literacy Planning Map			Suggested Instructional Timeline: Quarter 1	
Unit 1	9/06/2016 – 10/07/2016	(5 weeks)		
Unit 2	10/11/2016 – 11/03/2016	(4 weeks)		
Sixth Grade Literacy			Quarter 1 – Unit 1	
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			Mastery of these skills are evident when students can do the following:
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>Week 1</b> <b>9-06-16 to 9-09-16</b> <b>Skill Coverage -1,2</b>  <b>Week 2</b> <b>9-12-16 to 9-16-16</b> <b>Skill Coverage -3, 4</b>	<ul style="list-style-type: none"> <li>Textual evidence/text support</li> <li>Inference</li> <li>Prediction</li> <li>Content/concrete idea</li> <li>Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)</li> <li>Critical/analytical judgments</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Explicitly stated information from the text</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Good readers use strong textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Make strongly implied inferences about content, concrete ideas and author’s decisions in a text</li> <li>Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text</li> <li>Use the combination of explicitly stated information,</li> </ul>	<b>Skill Coverage</b> <ol style="list-style-type: none"> <li>1. Make inferences/draw conclusions citing specific examples and details as evidence</li> <li>2. Identify author’s purpose and message</li> <li>3. Analyze the meaning of the text and use text evidence to explain how it connects to their lives</li> <li>4. Make generalizations</li> </ol>

		<p>understand how it connects to their lives.</p>	<p>background knowledge, and connections from the text to answer questions they have as they read</p> <ul style="list-style-type: none"> <li>• Make critical or analytical judgments to make generalizations</li> <li>• Create self-motivated interpretations of text that are adapted during and after reading</li> <li>• Draw conclusions about events in a text</li> <li>• Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis</li> </ul>	
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	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
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.  <b>Week 3</b> <b>9-19-16 to 9-23-16</b> <b>Skill Coverage- 1,2,3,4</b>	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to explain (e.g., what and why)</li> <li>Central/main idea</li> <li>Types of text structures (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)</li> <li>Different purposes for graphic organizers, based on structure of text</li> <li>Difference between central/ main ideas and key details in an informational text</li> <li>Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts</li> </ul>	<ul style="list-style-type: none"> <li>Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of the text.</li> <li>Good readers use key details in an informational text to identify the main topic.</li> <li>Good readers develop effective summaries that capture the main ideas of informational text and excludes personal opinions or judgments.</li> </ul>	<ul style="list-style-type: none"> <li>Determine central/main idea of an informational text</li> <li>Recognize how ideas are organized in an informational text</li> <li>Describe or graphically represent the relationship between central/main ideas and details</li> <li>Explain how the main ideas are supported by key details</li> <li>Summarize the main ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments</li> <li>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of</li> </ul>	<b>Skill Coverage</b> <ol style="list-style-type: none"> <li><b>Identify and analyze central idea</b></li> <li><b>Determine and analyze how main ideas are supported by key details</b></li> <li><b>Summarize</b></li> <li><b>Understand the difference between fact and opinion or judgment</b></li> </ol>

			the text distinct from personal opinions or judgments	
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Week 4</b> <b>9-26-16 to 9-30-16</b> <b>Skill Coverage – 1,2,3,4,5</b></p>	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to analyze (e.g., explanation of what, why and how)</li> <li>Key ideas/concepts, individuals, events, steps/procedures in informational texts.</li> <li>Specific details that explain key ideas, individuals, events, steps/procedures, etc.</li> <li>Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)</li> <li>Relationships and interactions (e.g., one piece of text “explains”</li> </ul>	<ul style="list-style-type: none"> <li>Authors select purposeful strategies to develop informational texts.</li> <li>Good readers analyze the development of individuals, events, ideas/concepts or steps/procedures in order to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the events, key ideas/concepts, procedures, etc. in a variety of informational/technical texts</li> <li>Identify the specific details/information that develop individuals, events, procedures, ideas, or concepts in informational and technical texts</li> <li>Identify words/phrases that signal relationships and interactions between and among ideas, events, procedures, individuals</li> <li>Describe how relationships and interactions between</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Understand and identify how a key individual/event/idea is introduced</b></li> <li><b>Understand and identify how a key individual/event/idea is illustrated</b></li> <li><b>Understand and identify how a key individual/event/idea is elaborated upon</b></li> <li><b>Identify examples and anecdotes</b></li> <li><b>Understand how an event or idea is introduced</b></li> </ol>

	<p>another or stands in “contrast” to another or “comes before” another)</p> <ul style="list-style-type: none"> <li>• Transition/linking words that assist explanations and analysis (e.g., because, then, as a consequence, in contrast) for informational texts</li> </ul>		<p>ideas/ concepts, individuals, and events develop informational/technical texts</p> <ul style="list-style-type: none"> <li>• Use text details to analyze how author’s development choices reveal the message (e.g., how author introduces, illustrates, elaborates information)</li> </ul>	
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	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
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.  <b>Week 5</b> <b>10-03-16 to 10-07-16</b> <b>Skill Coverage – 1,2,3,4</b>	<ul style="list-style-type: none"> <li>Media formats (e.g., visual, oral, quantitative)</li> <li>Text and media topic/message/issue</li> <li>Relevant vs. irrelevant information</li> <li>Reliable vs. unreliable resources</li> <li>Print or digital sources/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on web pages, audio, video)</li> </ul>	<ul style="list-style-type: none"> <li>Authors make decisions about their presentation of information in order to convey a specific message.</li> <li>Readers' and viewers' develop a coherent understanding of topics or issues by integrating information from a variety of media or formats.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between relevant vs. interesting or irrelevant information</li> <li>Distinguish between reliable vs. unreliable resources</li> <li>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</li> </ul>	<b>Skill Coverage</b> <ol style="list-style-type: none"> <li><b>Integrate/Compare and Contrast information from diverse media and formats</b></li> <li><b>Determine relevant and irrelevant information on a topic</b></li> <li><b>Summarize text</b></li> <li><b>Develop a coherent understanding of a topic/issue</b></li> </ol>

Sixth Grade Writing				Quarter 1 – Unit 1
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>W. 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting</p>	<ul style="list-style-type: none"> <li>• Informative/explanatory writing</li> <li>• Topic</li> <li>• Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)</li> <li>• Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)</li> <li>• Formatting devices (e.g., headings)</li> <li>• Graphics (e.g., charts, tables)</li> <li>• Multimedia</li> <li>• Domain-specific vocabulary</li> <li>• Style (e.g., formal, informal, specific to audience)</li> <li>• Primary sources</li> <li>• Secondary sources (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• Good authors of informative/explanatory writing develop texts that examine a topic and convey ideas and information clearly.</li> <li>• Good authors use informative/explanatory writing to communicate information related to real-world tasks.</li> <li>• Good authors use model/example texts to guide them as they compose informative/expository texts.</li> <li>• Good readers and writers write to</li> </ul>	<ul style="list-style-type: none"> <li>• Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment</li> <li>• Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, concrete details, quotations or other information and examples               <ul style="list-style-type: none"> <li>• differentiating between relevant and irrelevant information</li> <li>• addressing the needs of the audience</li> <li>• generating new</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing skills should be integrated with reading skills</li> <li>• All writing activities should be modeled by the teacher</li> </ul> <p><b>The following writing standards should be integrated within writing standard W.6.2</b></p> <p><b>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>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</b></p>

<p>(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the</p>	<p>UDLib/Search)</p> <ul style="list-style-type: none"> <li>• Effective introduction/hook (e.g., one that is separate from the body and presents a simple thesis)</li> <li>• Awareness of audience</li> <li>• Transition words, phrases, clauses</li> <li>• Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)</li> <li>• Effective conclusion/hook that moves beyond summary (e.g., answer the “so what?” question about the significance of the issue)</li> </ul>	<p>make meaning of what they read.</p>	<p>ideas and/or perspectives</p> <ul style="list-style-type: none"> <li>• avoiding plagiarism</li> <li>• selecting an organizational pattern appropriate for the topic and purpose</li> <li>• Select an appropriate writing form</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by             <ul style="list-style-type: none"> <li>• Engaging the reader with an introduction/hook that presents the topic</li> <li>• Introducing the topic clearly</li> <li>• Organizing ideas, concepts, and information using strategies</li> </ul> </li> </ul>	<p><b>approach.</b></p>
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<p>topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>			<p>such as definition, classification, comparison/contrast, and cause/effect</p> <ul style="list-style-type: none"> <li>• Addressing the needs of the audience</li> <li>• Developing topic with relevant facts, definitions, concrete details, quotations or other information and examples</li> <li>• Using appropriate transitions to clarify the relationships among ideas and concepts</li> <li>• Using precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Establishing and maintaining a formal style</li> </ul>	
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			<ul style="list-style-type: none"><li>• Including formatting devices, graphics, and multimedia when useful to aiding comprehension</li><li>• Providing a concluding statement or section that follows from the information or explanation presented</li></ul>	
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**Sixth Grade Literacy** **Quarter 1 – Unit 2**

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			Mastery of these skills are evident when students can do the following:
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	
RI. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  <b>Week 1</b> <b>10-11-16 to 10-14-16</b> <b>Skill Coverage – 1,2,3,4</b>	<ul style="list-style-type: none"> <li>Informational text</li> <li>Word choice</li> <li>Context clues</li> <li>Literal/ Denotative meaning</li> <li>Connotative meaning</li> <li>Technical meaning</li> <li>Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole)</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>Authors make purposeful choices to achieve an intended effect within informational text(s).</li> <li>Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues</li> <li>Use context clues to help unlock the meaning of unknown words/phrases</li> <li>Determine the appropriate definition of words that have more than one meaning</li> <li>Differentiate between literal and non-literal meaning</li> <li>Identify and interpret figurative language</li> <li>Explain how figurative language enhances and extends meaning</li> <li>Explain the impact</li> </ul>	<b>Skill Coverage</b> <ol style="list-style-type: none"> <li>Use context clues to determine meaning of unknown words</li> <li>Identify and interpret connotations</li> <li>Identify and interpret figurative language</li> <li>Identify and interpret technical language</li> </ol>

			<p>of specific language choices by the author</p> <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> </ul>	
	<p><b>KNOW (Factual)</b></p>	<p><b>UNDERSTAND (Conceptual)</b></p>	<p><b>DO (Procedural, Application and Extended Thinking)</b></p>	<p><b>Mastery of these skills are evident when students can do the following:</b></p>
<p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>Week 2</b> <b>10-17-16 to 10-21-16</b> <b>Skill Coverage – 1,2,3</b></p>	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to analyze</li> <li>Various text structures (e.g., sentences, paragraph, chapter, section)</li> <li>Various patterns of organization ( e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/ solution, simple cause/effect, conflict/resolution)</li> <li>Various text features</li> </ul>	<ul style="list-style-type: none"> <li>Authors use various patterns of organization and text features to chunk and organize the information so readers can deconstruct the text.</li> <li>Authors’ choices of structures, features, etc. control the central idea and the readers’ perceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify text features</li> <li>Identify text structures</li> <li>Identify text’s purpose and central idea</li> <li>Describe the connections between text features and the text’s purpose and theme</li> <li>Make connections between author’s choice of text structure and the text’s purpose and central idea</li> <li>Explain how structure and/or features</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Analyze text structure and its smaller parts</b></li> <li><b>Understand and analyze how ideas develop</b></li> <li><b>Understand and analyze how sentence/paragraph/section/contributes to the development of ideas</b></li> </ol>

	<p>(e.g., title, author, cover, pictures, captions, maps, chapter headings, information from charts and graphs, illustrations, glossaries, indices)</p> <ul style="list-style-type: none"> <li>• Difference between text structure and text feature</li> <li>• Relationships between parts of text and whole text (as indicated by text features and structures)</li> </ul>	<ul style="list-style-type: none"> <li>• Good readers know that recognizing how a text is structured is one key to making meaning from text.</li> <li>• Good readers understand the structures and features of a text, and use them to make sense of what they read.</li> </ul>	<p>enhance text's purpose and central idea</p> <ul style="list-style-type: none"> <li>• Describe the relationship between text organization and development of ideas</li> <li>• 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</li> </ul>	
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RI. 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>Week 3</b> <b>10-24-16 to 10-28-16</b> <b>Skill Coverage – 1,2,3</b></p>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to explain</li> <li>• Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text</li> <li>• Point of view (e.g., first person, third person)</li> <li>• Author's</li> </ul>	<ul style="list-style-type: none"> <li>• Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).</li> <li>• Author's choices distinguish their position,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the author's overall purpose for writing a text</li> <li>• Identify the intended audience</li> <li>• Describe how the author addresses the needs of the audience</li> <li>• Identify the author's viewpoint in a text</li> <li>• Describe how the author's choices</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>1. Identify point of view</b></li> <li><b>2. Identify author's purpose</b></li> <li><b>3. Understand and explain how point of view /purpose develops, and is conveyed</b></li> </ol>

	<p>viewpoint/focus/attitude/bias</p> <ul style="list-style-type: none"> <li>• Author’s perspective (background)</li> <li>• Audience</li> <li>• Author’s strategies for developing viewpoint and purpose (e.g., author’s choices about when and how to develop information; what information to include or exclude)</li> </ul>	<p>viewpoint, or attitude from that of others.</p> <ul style="list-style-type: none"> <li>• Good readers analyze the text to better understand the author’s viewpoint/attitude and purpose.</li> </ul>	<p>reflect his/her attitude, viewpoint, focus, or bias</p> <ul style="list-style-type: none"> <li>• Describe how the author’s choices shape the content</li> <li>• Explain how the purpose or point of view is conveyed in a text</li> </ul>	
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RI. 6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>Week 4</b> <b>10-31-16 to 11-03-</b></p>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to trace an author’s argument and specific claims</li> <li>• How to evaluate an author’s argument and specific claims</li> <li>• Main/key ideas</li> <li>• Supporting details</li> <li>• Relevant vs. irrelevant details</li> <li>• Reasons/examples/evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Authors provide reasons/examples/evidence in informational text to support their arguments and specific claims.</li> <li>• Good readers evaluate the reasons and evidence that authors use to support their arguments and specific claims in informational</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author’s argument and specific claims</li> <li>• Identify (e.g., by telling, writing, graphically representing) reasons/evidence that support the author’s argument and specific claims in a text</li> <li>• Differentiate between claims which are supported by reasons/evidence</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>1. Understand how claims and/or arguments are supported</b></li> <li><b>2. Trace and evaluate arguments and claims</b></li> <li><b>3. Distinguish between claims that are supported by reasons and evidence and claims that are not</b></li> </ol>

<p><b>16</b> <b>Skill Coverage –</b> <b>1,2,3</b></p>	<ul style="list-style-type: none"> <li>Arguments</li> <li>Valid vs. invalid claims</li> <li>Persuasive techniques (e.g., emotional words, repetition, name calling)</li> </ul>	<p>texts.</p>	<p>and those which are not</p> <ul style="list-style-type: none"> <li>Differentiate between valid and invalid claims</li> <li>Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s)</li> <li>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</li> </ul>	
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Sixth Grade Writing				Quarter 1 – Unit 2
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W 6.1 Write arguments to support claim(s) with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to</p>	<ul style="list-style-type: none"> <li>Persuasion and argument</li> <li>Difference between relevant and irrelevant evidence</li> <li>Position/claim(s) (debatable issue as opposed to single-sided issue or report topic)</li> <li>Style (e.g., formal, informal, specific to audience)</li> <li>Reason(s) (e.g., claims, support)</li> <li>Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts)</li> <li>Reasoned and logical argument/case</li> <li>Primary sources</li> <li>Secondary sources (e.g., UDLib/Search)</li> <li>Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers solutions/action, provides</li> </ul>	<ul style="list-style-type: none"> <li>Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position.</li> <li>Good authors use model/examples texts to guide them as they compose their own persuasive pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a debatable issue</li> <li>Distinguish the pros and cons</li> <li>Select a position/claim(s)</li> <li>Develop a position/claim(s)</li> <li>Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides               <ul style="list-style-type: none"> <li>acknowledging the opposing point of view</li> <li>differentiating between relevant and irrelevant reasons/evidence</li> <li>including an appropriate variety of reasons/evidence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing skills should be integrated with reading skills</li> <li>All writing activities should be modeled by the teacher</li> </ul> <p><b>The following writing standards should be integrated within writing standard W.6.1</b></p> <p><b>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>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.</b></p>

<p>clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>background information, commands reader's attention)</p> <ul style="list-style-type: none"> <li>• Awareness of audience</li> <li>• Organizational pattern/structure</li> <li>• Cohesive and transitional devices (e.g., words, phrases, clauses)</li> <li>• Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement)</li> <li>• Effective persuasive and propaganda techniques (e.g., appeal to emotion, testimonial; avoiding logical fallacies such as name calling, exaggeration, bandwagon)</li> <li>• Effective rhetorical devices (e.g., rhetorical question, repetition, direct address)</li> <li>• Format choices (e.g., business letter, editorial, review, advertisements)</li> <li>• Effective conclusion (e.g., one that provides call to action/next step or answers the "so what"</li> </ul>		<p>including primary and secondary sources</p> <ul style="list-style-type: none"> <li>• addressing the needs of the audience</li> <li>• Prioritize the reasons/evidence</li> <li>• Select an appropriate writing format</li> <li>• Write arguments to support claim(s) with clear reasons and relevant evidence by:             <ul style="list-style-type: none"> <li>• introducing claim(s)</li> <li>• organizing the reasons and evidence clearly</li> <li>• supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</li> </ul> </li> </ul>	
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	<p>question, moves beyond summary)</p>		<ul style="list-style-type: none"> <li>• acknowledging alternate or opposing claim(s)</li> <li>• providing a concluding statement or section that follows from the argument presented</li> <li>• using words, phrases, and clauses, as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s), between reasons, and evidence, between claim(s) and counterclaim(s)</li> <li>• establishing and maintaining a formal, consistent and</li> </ul>	
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			appropriate style	
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Sixth Grade Literacy Planning Map				Suggested Instructional Timeline: Quarter 2
Unit 3	11/07/2016-2/02/2017 (11 weeks)			
Sixth Grade Literacy				Quarter 2 – Unit 3
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			Mastery of these skills are evident when students can do the following:
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>Week 1</b> <b>11-07-16 to 11-10-16</b> <b>Skill Coverage -1,2,3,4</b>	<ul style="list-style-type: none"> <li>Textual evidence/text support</li> <li>Inference</li> <li>Prediction</li> <li>Content/concrete idea</li> <li>Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)</li> <li>Critical/analytical judgments</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Explicitly stated information from the text</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Good readers use strong textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Make strongly implied inferences about content, concrete ideas and author’s decisions in a text</li> <li>Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text</li> <li>Use the combination of explicitly stated information, background knowledge, and connections from the text to answer questions they have as they read</li> <li>Make critical or analytical judgments to make generalizations</li> </ul>	<b>Skill Coverage</b> <b>1. Make inferences/ draw conclusions citing specific examples and details as evidence</b> <b>2. Identify author’s purpose and message</b> <b>3. Analyze the meaning of the text and use text evidence to explain how it connects to their lives</b> <b>4. Make generalizations</b>

			<ul style="list-style-type: none"><li>• Create self-motivated interpretations of text that are adapted during and after reading</li><li>• Draw conclusions about events in a text</li><li>• Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis</li></ul>	
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	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Week 2</b> <b>11-14-16 to 11-18-16</b> <b>Skill Coverage -1,2,3,4</b></p>	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to explain (e.g., what and why)</li> <li>Central/main idea</li> <li>Types of text structures (e.g. sequence/chronological order, classification, definition, simple process, description, comparison)</li> <li>Different purposes for graphic organizers, based on structure of text</li> <li>Difference between central/ main ideas and key details in an informational text</li> <li>Characteristics of an effective summary (e.g., objective vs. subjective) for informational texts</li> </ul>	<ul style="list-style-type: none"> <li>Authors of informational text(s) follow a pattern or plan and include key details in order to help readers make meaning of the text.</li> <li>Good readers use key details in an informational text to identify the main topic.</li> <li>Good readers develop effective summaries that capture the main ideas of informational text and excludes personal opinions or judgments</li> </ul>	<ul style="list-style-type: none"> <li>Determine central/main idea of an informational text</li> <li>Recognize how ideas are organized in an informational text</li> <li>Describe or graphically represent the relationship between central/main ideas and details</li> <li>Explain how the main ideas are supported by key details</li> <li>Summarize the main ideas in an informational text, capturing the most important parts of the piece distinct from personal opinions or judgments</li> <li>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</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Identify and analyze central idea</b></li> <li><b>Determine and analyze how main ideas are supported by key details</b></li> <li><b>Summarize</b></li> <li><b>Understand the difference between fact and opinion or judgment</b></li> </ol>

	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
RI. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  <b>Week 3</b> <b>11-21-16 to 11-22-16</b> <b>Skill Coverage – 1</b>  <b>Week 4</b> <b>11-28-16 to 12-02-16</b> <b>Skill Coverage -2,3,4</b>	<ul style="list-style-type: none"> <li>Informational text</li> <li>Word choice</li> <li>Context clues</li> <li>Literal/ Denotative meaning</li> <li>Connotative meaning</li> <li>Technical meaning</li> <li>Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole)</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>Authors make purposeful choices to achieve an intended effect within informational text(s).</li> <li>Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues</li> <li>Use context clues to help unlock the meaning of unknown words/phrases</li> <li>Determine the appropriate definition of words that have more than one meaning</li> <li>Differentiate between literal and non-literal meaning</li> <li>Identify and interpret figurative language</li> <li>Explain how figurative language enhances and extends meaning</li> <li>Explain the impact of specific language choices by the author</li> <li>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</li> </ul>	<b>Skill Coverage</b> <ol style="list-style-type: none"> <li>Use context clues to determine meaning of unknown words</li> <li>Identify and interpret connotations</li> <li>Identify and interpret figurative language</li> <li>Identify and interpret technical language</li> </ol>

	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	technical meanings <b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
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).  <b>Week 5</b> <b>12-05-16 to 12-09-16</b> <b>Skill Coverage – 1,2,3</b>	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>Compare/contrast</li> <li>Author's purpose for writing</li> <li>Purpose for gathering information</li> <li>Methods to manage and organize selected information (e.g., graphic organizers, electronic notes)</li> <li>How to integrate information in a purposeful way</li> </ul>	<ul style="list-style-type: none"> <li>Authors of informational text make choices about how to present information and key details on topics and events depending on their purpose.</li> <li>Good readers make meaning of informational texts by comparing and contrasting the presentation of important information and events presented in texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the most important information and events from texts used for a given purpose</li> <li>Use a method for managing and organizing selected information</li> <li>Integrate information from texts on the same topic by different authors</li> <li>Compare and contrast one author's presentation of events with that of another</li> </ul>	<b>Skill Coverage</b> <b>1. Compare &amp; contrast differing presentations of the same event</b> <b>2. Synthesize information</b> <b>3. Identify text evidence to support a topic or purpose</b>

Sixth Grade Writing				Quarter 2 – Unit 3
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic</p>	<ul style="list-style-type: none"> <li>• Informative/explanatory writing</li> <li>• Topic</li> <li>• Relevant information(e.g., facts, definitions, concrete details, personal experiences, quotations, observations, interviews)</li> <li>• Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect)</li> <li>• Formatting devices (e.g., headings)</li> <li>• Graphics (e.g., charts, tables)</li> <li>• Multimedia</li> <li>• Domain-specific vocabulary</li> <li>• Style (e.g., formal, informal, specific to audience)</li> <li>• Primary sources</li> <li>• Secondary sources (e.g., UDLib/Search)</li> </ul>	<ul style="list-style-type: none"> <li>• Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly.</li> <li>• Good authors use informative/explanatory writing to communicate information related to real-world tasks.</li> <li>• Good authors use model/example texts to guide them as they compose informative/expository texts.</li> <li>• Good readers and writers write to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment</li> <li>• Analyze and use primary and secondary sources to locate, sort (categorize, classify) and select relevant facts, definitions, quotations or other information and examples               <ul style="list-style-type: none"> <li>• differentiating between relevant and irrelevant information</li> <li>• addressing the needs of the audience</li> <li>• generating new ideas and/or perspectives</li> <li>• avoiding plagiarism</li> <li>• selecting an organizational pattern appropriate for the topic and purpose</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing skills should be integrated with reading skills</li> <li>• All writing activities should be modeled by the teacher</li> </ul> <p><b>The following writing standards should be integrated within writing standard W.6.2</b></p> <p><b>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>W.6.5 With some guidance and support from peers and adults, develop and strengthen</b></p>

<p>with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>• Effective introduction/hook (e.g., one that is separate from the body and presents a simple thesis)</li> <li>• Awareness of audience</li> <li>• Transition words, phrases, clauses</li> <li>• Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews)</li> <li>• Effective conclusion/hook that moves beyond summary (e.g., answer the “so what?” question about the significance of the issue)</li> </ul>		<ul style="list-style-type: none"> <li>• Select an appropriate writing form</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by             <ul style="list-style-type: none"> <li>• engaging the reader with an introduction/hook that presents the topic</li> <li>• introducing the topic clearly</li> <li>• organizing ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>• addressing the needs of the audience</li> <li>• developing topic with relevant facts, definitions, concrete details, quotations or other information and examples</li> <li>• using appropriate</li> </ul> </li> </ul>	<p><b>writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p>
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			<p>transitions to clarify the relationships among ideas and concepts</p> <ul style="list-style-type: none"> <li>• using precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• establishing and maintaining a formal style</li> <li>• including formatting devices, graphics, and multimedia when useful to aiding comprehension</li> </ul> <p>providing a concluding statement or section that follows from the information or explanation presented</p>	
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Sixth Grade Literacy				Quarter 2 – Unit 3
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Week 1</b> 12-12-16 to 12-16-16 Skill Coverage - 1,2,3</p> <p><b>Week 2</b> 12-19-16 to 12-23-16 Skill Coverage - 4,5</p>	<ul style="list-style-type: none"> <li>• Characteristics of an analysis</li> <li>• Textual evidence/text support</li> <li>• Inference</li> <li>• Prediction</li> <li>• Author’s decisions (e.g., word choice, point of view, literary elements, tone, style)</li> <li>• Critical/analytical judgments</li> <li>• Generalizations</li> <li>• Background knowledge</li> <li>• Explicitly stated information</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>• Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>• Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Make, test and revise predictions as they read</li> <li>• Make implied inferences about author’s decisions and literary elements in a text</li> <li>• Identify/cite appropriate text support for inferences about author’s decisions and literary elements in a text</li> <li>• Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• Make critical or analytical judgments to make generalizations</li> <li>• Create self-motivated interpretations of text that are adapted during and after reading</li> <li>• Draw conclusions about characters and events in a</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li>1. Make and revise predictions with text evidence</li> <li>2. Draw conclusions</li> <li>3. Draw inferences</li> <li>4. Cite specific examples and details to support Inferences</li> <li>5. Analyze the meaning of the text</li> </ol>

	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p><b>Week 3</b> <b>1-09-17 to 1-13-17</b> <b>Skill Coverage – 1</b></p> <p><b>Week 4</b> <b>1-17-17 to 1-20-17</b> <b>Skill Coverage – 2</b></p>	<ul style="list-style-type: none"> <li>Compare</li> <li>Contrast</li> <li>Genre (e.g., story, drama, poem)</li> <li>Versions of text (e.g., written, audio, video, live, print, digital)</li> <li>Media techniques-Visual (e.g., color, lighting, props, costumes)</li> <li>Media techniques-Oral (e.g., sound, voice inflection )</li> <li>Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea)</li> </ul>	<ul style="list-style-type: none"> <li>Authors'/directors' choices impact the reader's, listener's and viewer's perceptions of a text.</li> <li>An individual's experience when reading a text is different from listening to or viewing a version of the same text.</li> </ul>	<p>text.</p> <ul style="list-style-type: none"> <li>Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Compare &amp; contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text</b></li> <li><b>Contrast what students "hear" and "see" when reading to what they perceive when they listen or watch</b></li> </ol>

			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.	
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics</p> <p><b>Week 5</b> 1-23-17 to 1-27-17 Skill Coverage –1,2</p> <p><b>Week 6</b> 1-30-17 to 2-02-17 Skill Coverage –3</p>	<ul style="list-style-type: none"> <li>Compare</li> <li>Contrast</li> <li>Characteristics of various forms/genres (e.g., stories, poems, historical novels, fantasies)</li> <li>Theme(s)</li> <li>Topic(s)</li> <li>Author’s choices (e.g., audience, word choice, text structure, style, mood, tone)</li> <li>Author’s intention/purpose (e.g., to reveal a dilemma, to promote self-reflection, to draw attention to an issue or event, to predict the future, to understand the</li> </ul>	<ul style="list-style-type: none"> <li>Authors’ approaches to themes and topics are influenced by their perspectives and their intentions.</li> <li>Good readers compare and contrast various texts and genres to deepen their understanding of themes and topics.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the characteristics of various genres</li> <li>Distinguish between a topic and theme</li> <li>Identify and explain author’s intention/purpose</li> <li>Identify and explain author’s perspective/view point</li> <li>Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes</li> <li>Compare and contrast texts in different forms or</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Analyze compare/contrast patterns</b></li> <li><b>Recognize text forms and genres</b></li> <li><b>Understand and analyze theme development</b></li> </ol>

	<ul style="list-style-type: none"> <li>past)</li> <li>• Author’s perspective/view point</li> <li>• Text-to-text, text-to-world connections</li> <li>• Textual evidence (e.g., author's choices)</li> </ul>		genres in terms of their approaches to similar themes and topics	
<b>Sixth Grade Writing</b>			<b>Quarter 2 – Unit 3</b>	
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
W.6.8 Gather relevant information from multiple print and digital sources; asses 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.	<ul style="list-style-type: none"> <li>• Recall relevant information from experiences in writing</li> <li>• Gather information from digital and print sources</li> <li>• Summarization</li> <li>• Locate information in sources</li> <li>• Categorize information</li> <li>• Note taking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the significance of utilizing credible resources to draw conclusion.</li> <li>• Good readers can determine relevant and irrelevant text evidence when providing evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information from a variety of sources (e.g., encyclopedias, internet websites, experts, and journal or magazine articles, textbooks).</li> <li>• Develop the ability to judge each source and assess its overall accuracy and value.</li> <li>• Use quotations correctly and/or paraphrase information to avoid plagiarism.</li> <li>• Learn to cite sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing skills should be integrated with reading skills</li> <li>• All writing activities should be modeled by the teacher</li> </ul>

**Sixth Grade Literacy Planning Map** **Suggested Instructional Timeline: Quarter 3**

<b>Unit 4</b>	2/06/2017 – 3/10/2017 (5 weeks)
<b>Unit 5</b>	3/13/2017 – 4/06/2017 (4 weeks)

**Sixth Grade Literacy Planning** **Quarter 3 –Unit 4**

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			Mastery of these skills are evident when students can do the following:
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	
RL. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>Week 1</b> <b>2-06-17 to 2-10-17</b> <b>Skill Coverage - 1,2,3,4,5</b>	<ul style="list-style-type: none"> <li>Characteristics of an analysis</li> <li>Textual evidence/text support</li> <li>Inference</li> <li>Prediction</li> <li>Author’s decisions (e.g., word choice, point of view, literary elements, tone, style)</li> <li>Critical/analytical judgments</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Explicitly stated information</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Make implied inferences about author’s decisions and literary elements in a text</li> <li>Identify/cite appropriate text support for inferences about author’s decisions and literary elements in a text</li> <li>Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>Make critical or analytical judgments to make generalizations</li> <li>Create self-motivated</li> </ul>	<b>Skill Coverage</b> <ol style="list-style-type: none"> <li>1. Make and revise predictions with text evidence</li> <li>2. Draw conclusions</li> <li>3. Draw inferences</li> <li>4. Cite specific examples and details to support Inferences</li> <li>5. Analyze the meaning of the text</li> </ol>

		lives.	<p>interpretations of text that are adapted during and after reading</p> <ul style="list-style-type: none"> <li>• Draw conclusions about characters and events in a text.</li> <li>• Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis</li> </ul>	
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Week 2</b> <b>2-13-17 to 2-17-17</b> <b>Skill Coverage - 1,2,3,4,5,6,7</b></p>	<ul style="list-style-type: none"> <li>• Literary texts</li> <li>• How to summarize</li> <li>• Central/main idea</li> <li>• Theme</li> <li>• Difference between central ideas and supporting details in a story</li> <li>• Characteristics of an effective summary for literary texts (e.g., difference between personal opinion and judgment)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of literary texts include details that help readers determine the theme or central idea.</li> <li>• Good readers create effective summaries that include central ideas and supporting details that are distinct from personal opinion or judgments.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe or graphically represent the relationship between central ideas and supporting details.</li> <li>• Determine a theme or central idea of literary text(s)</li> <li>• Explain how particular details reveal a theme or convey the central idea</li> <li>• Summarize a text capturing the most important parts of the original piece</li> <li>• Summarize a text distinct from personal</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>1. Recognize and analyze theme</b></li> <li><b>2. Understand symbolism</b></li> <li><b>3. Make inferences</b></li> <li><b>4. Support theme or idea with details from the text</b></li> <li><b>5. Summarize</b></li> <li><b>6. Understand the difference between fact and opinion or judgment</b></li> <li><b>7. Determine the theme or central idea of a text</b></li> </ol>

			<ul style="list-style-type: none"> <li>opinions or judgments</li> <li>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</li> </ul>	
	<p align="center"><b>KNOW (Factual)</b></p>	<p align="center"><b>UNDERSTAND (Conceptual)</b></p>	<p align="center"><b>DO (Procedural, Application and Extended Thinking)</b></p>	<p align="center"><b>Mastery of these skills are evident when students can do the following:</b></p>
<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Week 3</b> <b>2-21-17 to 2-24-17</b> <b>Skill Coverage- 1,2,3,4,5,6,7</b></p>	<ul style="list-style-type: none"> <li>Literary texts</li> <li>Story Elements <ul style="list-style-type: none"> <li>Plot (flashback, climax/ turning point, resolution, foreshadowing)</li> <li>Episodes</li> <li>Conflicts (man vs. man, man vs. nature, etc.)</li> <li>Characters types (e.g., flat/round) and character roles (e.g., major/ minor, protagonist/ antagonist, hero/villain)</li> <li>Setting (time, place)</li> </ul> </li> <li>Drama Elements <ul style="list-style-type: none"> <li>Acts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Authors make choices about how the plot of a story or drama will unfold.</li> <li>Good readers recognize how a particular story's or drama's plot unfolds.</li> <li>Good readers understand how characters respond or change throughout literary text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the story elements in a literary work</li> <li>Identify and describe elements of drama in a literary work</li> <li>Identify, describe, and explain how the plot unfolds</li> <li>Identify changes in setting</li> <li>Identify character types and roles.</li> <li>Describe character's actions, traits, words, and motivations.</li> <li>Explain how the characters interact to develop the story/drama</li> <li>Describe and explain (tell, write, or graphically</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Describe a plot</b></li> <li><b>Sequence a series of episodes in a story or drama</b></li> <li><b>Identify and analyze the problem</b></li> <li><b>Summarize</b></li> <li><b>Describe and analyze how characters change throughout a story or drama</b></li> <li><b>Determine the resolution of a story or drama</b></li> <li><b>Describe how characters respond as the plot moves</b></li> </ol>

	<ul style="list-style-type: none"> <li>○ Scenes</li> <li>○ Dialogue</li> </ul> <p>Character actions, feelings, words, and motivation</p>		<p>represent) how a particular story's or drama's plot unfolds in a series of episodes</p> <ul style="list-style-type: none"> <li>• Describe and explain how a character responds or changes as the plot moves toward a resolution</li> </ul>	<b>toward resolution</b>
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>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 specific word choice on meaning and tone.</p> <p><b>Week 4</b> 2-27-17 to 3-03-17 Skill Coverage- 1,2,3</p> <p><b>Week 5</b> 3-06-17 to 3-10-17 Skill Coverage -4,5,6</p>	<ul style="list-style-type: none"> <li>• Literary text</li> <li>• Word choice</li> <li>• Context clues</li> <li>• Literal/ Denotative meaning</li> <li>• Connotative meaning</li> <li>• Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idiom)</li> <li>• Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</li> <li>• Mood</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make purposeful choices to achieve an intended effect within text(s).</li> <li>• Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread other sentences, paragraphs, and non-linguistic images (e.g., illustrations) in the text to identify context clues</li> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> <li>• Determine the appropriate definition of words that have more than one meaning</li> <li>• Differentiate between literal and non-literal meaning</li> <li>• Identify and interpret figurative language and literary devices</li> <li>• Explain how figurative language and literary</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>1. Understand connotations and synonyms</b></li> <li><b>2. Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)</b></li> <li><b>3. Understand how word choice impacts meaning</b></li> <li><b>4. Understand how word choice impacts tone</b></li> <li><b>5. Interpret words and phrases</b></li> <li><b>6. Make inferences</b></li> </ol>

			<p>devices enhance and extend meaning</p> <ul style="list-style-type: none"> <li>• Explain the impact of specific language choices by the author</li> <li>• Explain how authors use language choices to create an effect (e.g., mood and tone)</li> <li>• Analyze how specific language choices impact meaning and tone</li> <li>• 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</li> </ul>	
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Sixth Grade Writing				Quarter 3 – Unit 4
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a</p>	<ul style="list-style-type: none"> <li>• Draw conclusions</li> <li>• Make inferences</li> <li>• Compare and contrast</li> <li>• Interpret text</li> <li>• Author’s purpose</li> <li>• Locate key ideas and details</li> <li>• Locate information from multiple sources</li> <li>• Interpret claims and other information</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast literary works that span genres with flexibility and translate their ideas into written pieces.</li> <li>• Evaluate the validity of the key details that support claims within informational pieces.</li> <li>• Include the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze literary or informational texts</li> <li>• Identify evidence to support analysis/research</li> <li>• Recognize and understand organizational structures</li> <li>• Draw from texts, either literary or informational to support research,</li> <li>• Analysis and reflection.</li> <li>• Students write a character analysis from a literary text and support their claims with evidence from the text.</li> <li>• Students write an analysis of the impact of historical events using information from both a literary selection and historical documents or text.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing skills should be integrated with reading skills</li> <li>• All writing activities should be modeled by the teacher</li> </ul>

<p>text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>				
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Sixth Grade Literacy				Quarter 3– Unit 5
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RL. 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Week 1</b> <b>3-13-17 to 3-17-17</b> <b>Skill Coverage -</b> <b>1,2,3,4,5,6,7</b></p>	<ul style="list-style-type: none"> <li>Literary texts</li> <li>How to summarize</li> <li>Central/main idea</li> <li>Theme</li> <li>Difference between central ideas and supporting details in a story</li> <li>Characteristics of an effective summary for literary texts (e.g., difference between personal opinion and judgment)</li> </ul>	<ul style="list-style-type: none"> <li>Authors of literary texts include details that help readers determine the theme or central idea.</li> <li>Good readers create effective summaries that include central ideas and supporting details that are distinct from personal opinion or judgments.</li> </ul>	<ul style="list-style-type: none"> <li>Describe or graphically represent the relationship between central ideas and supporting details.</li> <li>Determine a theme or central idea of literary text(s)</li> <li>Explain how particular details reveal a theme or convey the central idea</li> <li>Summarize a text capturing the most important parts of the original piece</li> <li>Summarize a text distinct from personal opinions or judgments</li> <li>Determine a theme or</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Recognize and analyze theme</b></li> <li><b>Understand symbolism</b></li> <li><b>Make inferences</b></li> <li><b>Support theme or idea with details from the text</b></li> <li><b>Summarize</b></li> <li><b>Understand the difference between fact and opinion or judgment</b></li> <li><b>Determine the theme or central idea of a text</b></li> </ol>

			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	
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>Week 2</b> <b>3-20-17 to 3-24-17</b> <b>Skill Coverage – 1,2,3,4,5,6,7</b></p>	<ul style="list-style-type: none"> <li>Literary text</li> <li>Word choice</li> <li>Context clues</li> <li>Literal/ Denotative meaning</li> <li>Connotative meaning</li> <li>Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idiom)</li> <li>Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</li> <li>Mood</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>Authors make purposeful choices to achieve an intended effect within text(s).</li> <li>Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Read and reread other sentences, paragraphs, and non-linguistic images (e.g., illustrations) in the text to identify context clues</li> <li>Use context clues to help unlock the meaning of unknown words/phrases</li> <li>Determine the appropriate definition of words that have more than one meaning</li> <li>Differentiate between literal and non-literal meaning</li> <li>Identify and interpret figurative language</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Understand connotations and synonyms</b></li> <li><b>Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)</b></li> <li><b>Compare &amp; Contrast</b></li> <li><b>Understand how word choice impacts meaning</b></li> <li><b>Understand how word choice impacts tone</b></li> </ol>

			<ul style="list-style-type: none"> <li>and literary devices</li> <li>• Explain how figurative language and literary devices enhance and extend meaning</li> <li>• Explain the impact of specific language choices by the author</li> <li>• Explain how authors use language choices to create an effect (e.g., mood and tone)</li> <li>• Analyze how specific language choices impact meaning and tone</li> <li>• 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</li> </ul>	<p><b>6. Interpret words and phrases</b></p> <p><b>7. Make inferences</b></p>
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	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>Week 3</b> <b>3-27-17 to 3-31-17</b> <b>Skill Coverage –1,2,3</b></p>	<ul style="list-style-type: none"> <li>Literary text</li> <li>How to analyze</li> <li>Various text structures (e.g., sentence, chapter, scene, stanza)</li> <li>Various patterns of organization (e.g., sequence/chronological order, description, comparison, problem/solution, simple cause/effect, conflict/resolution)</li> <li>Difference between text structure and text feature</li> <li>Relationships between parts of text and whole text (as indicated by text features and structures)</li> <li>Genre characteristics</li> <li>Literary elements (e.g., setting, plot, theme)</li> </ul>	<ul style="list-style-type: none"> <li>Authors' choices of structures, features, etc. control the theme and the readers' perceptions.</li> <li>Good readers understand that recognizing how a text is structured is one key to making meaning from text.</li> <li>Text structures and features help the writer chunk and organize the information so readers can deconstruct the text.</li> <li>When readers understand the structure of a text, they can more easily make sense of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>Identify genre</li> <li>Identify text features</li> <li>Identify text structures</li> <li>Identify text's purpose and theme</li> <li>Make predictions about text based on its text structures</li> <li>Describe the connections between text structure and the text's purpose and theme</li> <li>Make connections between author's choice of text structure and the text's purpose and theme</li> <li>Explain how structure enhances the text's purpose and theme</li> <li>Describe the relationship between text structure and development of ideas</li> <li>Describe the relationship between form/structure and</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Understand and analyze text structures and their parts</b></li> <li><b>Analyze how a theme, setting, or plot develops</b></li> <li><b>Analyze how text structure contributes to the development of the theme, setting and plot</b></li> </ol>

			<p>meaning in text</p> <ul style="list-style-type: none"> <li>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</li> </ul>	
	<p><b>KNOW</b> (Factual)</p>	<p><b>UNDERSTAND</b> (Conceptual)</p>	<p><b>DO</b> (Procedural, Application and Extended Thinking)</p>	<p>Mastery of these skills are evident when students can do the following:</p>
<p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>Week 4</b> <b>4-03-17 to 4-06-17</b> <b>Skill Coverage -1,2</b></p>	<ul style="list-style-type: none"> <li>Literary text(s)</li> <li>How to explain</li> <li>Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text</li> <li>Point of view (e.g., first person, third person, limited, omniscient)</li> <li>Author's view point</li> <li>Strategies for developing narrative texts(e.g., point of view, character development, dialogue)</li> </ul>	<ul style="list-style-type: none"> <li>An author develops texts by making choices, including point of view to achieve his/her purpose.</li> <li>Authors use the narrator and speaker (point of view) to control plot development, character, and central message or theme.</li> <li>Good readers recognize that the author develops the point of view of the narrator or speaker in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the author's overall purpose for writing a text</li> <li>Explain the differences between various points of view</li> <li>Describe how point of view affects a literary text</li> <li>Explain how chosen point of view helps the narrator or speaker develop the story to achieve the author's purpose</li> <li>Explain how an author develops the point of view of the narrator or speaker in a text</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Identify and analyze the point of view</b></li> <li><b>Understand and explain how the point of view is developed by the narrator or speaker</b></li> </ol>

Sixth Grade Writing				Quarter 3 – Unit 5
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>W 6.9 Draw evidence from literary or informational texts to support analysis, reflection and research</p> <p>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”).</p> <p>b. 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”).</p>	<ul style="list-style-type: none"> <li>• Draw conclusions</li> <li>• Make inferences</li> <li>• Compare and contrast</li> <li>• Interpret text</li> <li>• Author’s purpose</li> <li>• Locate key ideas and details</li> <li>• Locate information from multiple sources</li> <li>• Interpret claims and other information</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast literary works that span genres with flexibility and translate their ideas into written pieces.</li> <li>• Evaluate the validity of the key details that support claims within informational pieces.</li> <li>• Include the writer’s interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze literary or informational texts</li> <li>• Identify evidence to support analysis/research</li> <li>• Recognize and understand organizational structures•</li> <li>• Draw from texts, either literary or informational to support research, analysis and reflection.</li> <li>• Students write a character analysis from a literary text and support their claims with evidence from the text.</li> <li>• Students write an analysis of the impact of historical events using information from both a literary selection and historical</li> </ul>	<ul style="list-style-type: none"> <li>• Writing skills should be integrated with reading skills</li> <li>• All writing activities should be modeled by the teacher</li> </ul>

			documents or text	
<b>Sixth Grade Literacy</b>			<b>Suggested Instructional Timeline: Quarter 4</b>	
<b>Unit 6</b>	4/17/2017 – 5/19/2017 (5 weeks)			
<b>Unit 7</b>	5/22/2017 – 6/20/2017 (5 weeks)			
<b>Sixth Grade Literacy</b>			<b>Quarter 4 – Unit 6</b>	
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			Mastery of these skills are evident when students can do the following:
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>Week 1</b> <b>4-17-17 to 4-21-17</b> <b>Skill Coverage - 1,2,3,4</b>	<ul style="list-style-type: none"> <li>Textual evidence/text support</li> <li>Inference</li> <li>Prediction</li> <li>Content/concrete idea</li> <li>Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)</li> <li>Critical/analytical judgments</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Explicitly stated information from the text</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Good readers use strong textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Make strongly implied inferences about content, concrete ideas and author’s decisions in a text</li> <li>Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in a text</li> <li>Use the combination of explicitly stated information,</li> </ul>	<b>Skill Concepts</b> <ol style="list-style-type: none"> <li><b>Make inferences/ draw conclusions citing specific examples and details as evidence</b></li> <li><b>Identify author’s purpose and message</b></li> <li><b>Analyze the meaning of the text and use text evidence to explain how it connects to their lives</b></li> <li><b>Make generalizations</b></li> </ol>

			<p>background knowledge, , and connections from the text to answer questions they have as they read</p> <ul style="list-style-type: none"> <li>• Make critical or analytical judgments to make generalizations</li> <li>• Create self-motivated interpretations of text that are adapted during and after reading</li> <li>• Draw conclusions about events in a text</li> <li>• Analyze what text says explicitly as well as inferentially and cite textual evidence to support that analysis</li> </ul>	
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	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Week 2</b> 4-24-17 to 4-28-17 Skill Coverage – 1,2</p> <p><b>Week 3</b> 5-01-17 to 5-05-17 Skill Coverage –3,4</p>	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to analyze (e.g., explanation of what, why and how)</li> <li>Key ideas/concepts, individuals, events, steps/procedures in informational texts.</li> <li>Specific details that explain key ideas, individuals, events, steps/procedures, etc.</li> <li>Development strategies for informational texts (e.g., introduction/presentation of ideas, illustration, elaboration through example, anecdote, etc.)</li> <li>Relationships and interactions (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)</li> </ul>	<ul style="list-style-type: none"> <li>Authors select purposeful strategies to develop informational texts.</li> <li>Good readers analyze the development of individuals, events, ideas/concepts or steps/procedures in order to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the events, key ideas/concepts, procedures, etc. in a variety of informational/technical texts</li> <li>Identify the specific details/information that develop individuals, events, procedures, ideas, or concepts in informational and technical texts</li> <li>Identify words/phrases that signal relationships and interactions between and among ideas, events, procedures, individuals</li> <li>Describe how relationships and interactions between ideas/ concepts, individuals, and events develop</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Understand and identify how a key individual/event/idea is introduced</b></li> <li><b>Understand and identify how a key individual/event/idea is illustrated</b></li> <li><b>Understand and identify how a key individual/event/idea is elaborated upon</b></li> <li><b>Identify examples and anecdotes</b></li> <li><b>Understand how an event or idea is introduced</b></li> </ol>

	<ul style="list-style-type: none"> <li>Transition/linking words that assist explanations and analysis (e.g., because, then, as a consequence, in contrast) for informational texts</li> </ul>		<p>informational/technical texts</p> <ul style="list-style-type: none"> <li>Use text details to analyze how author's development choices reveal the message (e.g., how author introduces, illustrates, elaborates information)</li> </ul>	
	<p align="center"><b>KNOW (Factual)</b></p>	<p align="center"><b>UNDERSTAND (Conceptual)</b></p>	<p align="center"><b>DO (Procedural, Application and Extended Thinking)</b></p>	<p align="center"><b>Mastery of these skills are evident when students can do the following:</b></p>
<p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>Week 4</b> 5-08-17 to 5-12-17 Skill Coverage – 1,2</p> <p><b>Week 5</b> 5-15-17 to 5-19-17 Skill Coverage – 3</p>	<ul style="list-style-type: none"> <li>Informational text (both literary nonfiction and expository/technical texts)</li> <li>How to trace an author's argument and specific claims</li> <li>How to evaluate an author's argument and specific claims</li> <li>Main/key ideas</li> <li>Supporting details</li> <li>Relevant vs. irrelevant details</li> <li>Reasons/examples/evidence</li> <li>Arguments</li> <li>Valid vs. invalid claims</li> <li>Persuasive techniques</li> </ul>	<ul style="list-style-type: none"> <li>Authors provide reasons/examples/evidence in informational text to support their arguments and specific claims.</li> <li>Good readers evaluate the reasons and evidence that authors use to support their arguments and specific claims in informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's argument and specific claims</li> <li>Identify (e.g., by telling, writing, graphically representing) reasons/evidence that support the author's argument and specific claims in a text</li> <li>Differentiate between claims which are supported by reasons/evidence and those which are not</li> <li>Differentiate between valid and invalid claims</li> </ul>	<p><b>Skill Concepts</b></p> <ol style="list-style-type: none"> <li><b>Understand how claims and/or arguments are supported</b></li> <li><b>Trace and evaluate arguments and claims</b></li> <li><b>Distinguish between claims that are supported by reason and evidence and claims that are not</b></li> </ol>

	<p>(e.g., emotional words, repetition, name calling)</p>		<ul style="list-style-type: none"> <li>• Explain how an author uses reasons and evidence to support particular arguments and specific claims in a text, identifying which reasons and evidence support which point(s)</li> <li>• 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</li> </ul>	
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Sixth Grade Writing				Quarter 4 – Unit 6
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>W 6.1 Write arguments to support claim(s) with clear reasons and relevant evidence</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<ul style="list-style-type: none"> <li>Persuasion and argument</li> <li>Difference between relevant and irrelevant evidence</li> <li>Position/claim(s) (debatable issue as opposed to single-sided issue or report topic)</li> <li>Style (e.g., formal, informal, specific to audience)</li> <li>Reason(s) (e.g., claims, support)</li> <li>Evidence (e.g., examples, statistics, data, credible personal and expert opinions, facts)</li> <li>Reasoned and logical argument/case</li> <li>Primary sources</li> <li>Secondary sources (e.g., UDLib/Search)</li> <li>Effective introduction (e.g., one that takes a clear position, clarifies the issue, offers</li> </ul>	<ul style="list-style-type: none"> <li>Good persuasive writers control the message by addressing the needs of the audience and building a reasoned and logical case to support a clear position.</li> <li>Good authors use model/examples texts to guide them as they compose their own persuasive pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a debatable issue</li> <li>Distinguish the pros and cons</li> <li>Select a position/claim(s)</li> <li>Develop a position/claim(s)</li> <li>Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for both sides               <ul style="list-style-type: none"> <li>acknowledging the opposing point of view</li> <li>differentiating between relevant and irrelevant reasons/evidence</li> </ul> </li> <li>including an appropriate variety of</li> </ul>	<ul style="list-style-type: none"> <li>Writing skills should be integrated with reading skills</li> <li>All writing activities should be modeled by the teacher</li> </ul> <p><b>The following writing standards should be integrated within writing standard W.6.1</b></p> <p><b>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by</b></p>

	<p>solutions/action, provides background information, commands reader's attention)</p> <ul style="list-style-type: none"> <li>• Awareness of audience</li> <li>• Organizational pattern/structure</li> <li>• Cohesive and transitional devices (e.g., words, phrases, clauses)</li> <li>• Strategies for dealing with opposing point of view (e.g., rebuttal, concession, acknowledgement)</li> <li>• Effective persuasive and propaganda techniques (e.g., appeal to emotion, testimonial; avoiding logical fallacies such as name calling, exaggeration, bandwagon)</li> <li>• Effective rhetorical devices (e.g., rhetorical question, repetition, direct address)</li> <li>• Format choices (e.g., business letter, editorial, review, advertisements)</li> <li>• Effective conclusion (e.g., one that provides call to action/next step or</li> </ul>		<p>reasons/evidence including primary and secondary sources</p> <ul style="list-style-type: none"> <li>• addressing the needs of the audience</li> <li>• Prioritize the reasons/evidence</li> <li>• Select an appropriate writing format</li> <li>• Write arguments to support claim(s) with clear reasons and relevant evidence by:             <ul style="list-style-type: none"> <li>• introducing claim(s)</li> <li>• organizing the reasons and evidence clearly</li> <li>• supporting claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</li> <li>• acknowledging</li> </ul> </li> </ul>	<p><b>planning, revising, editing, rewriting, or trying a new approach.</b></p>
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	<p>answers the “so what” question, moves beyond summary)</p>		<p>alternate or opposing claim(s)</p> <ul style="list-style-type: none"> <li>• providing a concluding statement or section that follows from the argument presented</li> <li>• using words, phrases, and clauses, as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s), between reasons, and evidence, between claim(s) and counterclaim(s)</li> <li>• establishing and maintaining a formal, consistent and appropriate style</li> </ul>	
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Sixth Grade Literacy				Quarter 4– Unit 7
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			Mastery of these skills are evident when students can do the following:
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	
RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>Week 1</b> <b>5-22-17 to 5-26-17</b> <b>Skill Coverage – 1,2,3,4,5</b>	<ul style="list-style-type: none"> <li>Characteristics of an analysis</li> <li>Textual evidence/text support</li> <li>Inference</li> <li>Prediction</li> <li>Author’s decisions (e.g., word choice, point of view, literary elements, tone, style)</li> <li>Critical/analytical judgments</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Explicitly stated information</li> <li>Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and to draw conclusions about what they read.</li> <li>Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Make implied inferences about author’s decisions and literary elements in a text</li> <li>Identify/cite appropriate text support for inferences about author’s decisions and literary elements in a text</li> <li>Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>Make critical or analytical judgments</li> </ul>	<b>Skill Concepts</b> <ol style="list-style-type: none"> <li>Make and revise predictions with text evidence</li> <li>Draw conclusions</li> <li>Draw inferences</li> <li>Cite specific examples and details to support Inferences</li> <li>Analyze the meaning of the text</li> </ol>

			<p>to make generalizations</p> <ul style="list-style-type: none"> <li>• Create self-motivated interpretations of text that are adapted during and after reading</li> <li>• Draw conclusions about characters and events in a text.</li> <li>• Analyze what text says explicitly as well as inferentially and cite textual evidence to support the analysis</li> </ul>	
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	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RL. 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>Week 2</b> 5-30-17 to 6-02-17 Skill Coverage -1,2,3</p> <p><b>Week 3</b> 6-05-17 to 6-09-17 Skill Coverage 4,5,6</p>	<ul style="list-style-type: none"> <li>Literary texts</li> <li>How to summarize</li> <li>Central/main idea</li> <li>Theme</li> <li>Difference between central ideas and supporting details in a story</li> <li>Characteristics of an effective summary for literary texts (e.g., difference between personal opinion and judgment)</li> </ul>	<ul style="list-style-type: none"> <li>Authors of literary texts include details that help readers determine the theme or central idea.</li> <li>Good readers create effective summaries that include central ideas and supporting details that are distinct from personal opinion or judgments.</li> </ul>	<ul style="list-style-type: none"> <li>Describe or graphically represent the relationship between central ideas and supporting details</li> <li>Determine a theme or central idea of literary text(s)</li> <li>Explain how particular details reveal a theme or convey the central idea</li> <li>Summarize a text capturing the most important parts of the original piece</li> <li>Summarize a text distinct from personal opinions or judgments</li> <li>Determine a theme or central idea of a text and how it is conveyed through particular details;</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Recognize and analyze theme</b></li> <li><b>Understand symbolism</b></li> <li><b>Determine the theme or central idea of a text</b></li> <li><b>Support theme or idea with details from the text</b></li> <li><b>Make inferences</b></li> <li><b>Understand the difference between fact and opinion or judgment</b></li> </ol>

			provide a summary of the text distinct from personal opinions or judgments	
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>RL. 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>Week 4</b> <b>6-12-17 to 6-16-17</b> <b>Skill Coverage-1,2,3,4</b></p> <p><b>Week 5</b> <b>6-19-17 to 6-20-17</b> <b>Skill Coverage- 5,6,7</b></p>	<ul style="list-style-type: none"> <li>Literary text</li> <li>Word choice</li> <li>Context clues</li> <li>Literal/ Denotative meaning</li> <li>Connotative meaning</li> <li>Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole, idiom)</li> <li>Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</li> <li>Mood</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>Authors make purposeful choices to achieve an intended effect within text(s).</li> <li>Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Read and reread other sentences, paragraphs, and non-linguistic images (e.g., illustrations) in the text to identify context clues</li> <li>Use context clues to help unlock the meaning of unknown words/phrases</li> <li>Determine the appropriate definition of words that have more than one meaning</li> <li>Differentiate between literal and non-literal meaning</li> <li>Identify and interpret figurative language and literary devices</li> <li>Explain how</li> </ul>	<p><b>Skill Coverage</b></p> <ol style="list-style-type: none"> <li><b>Understand connotations and synonyms</b></li> <li><b>Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)</b></li> <li><b>Compare &amp; Contrast</b></li> <li><b>Understand how word choice impacts meaning</b></li> <li><b>Understand how word choice impacts tone</b></li> <li><b>Interpret words and phrases</b></li> <li><b>Make inferences</b></li> </ol>

			<p>figurative language and literary devices enhance and extend meaning</p> <ul style="list-style-type: none"> <li>• Explain the impact of specific language choices by the author</li> <li>• Explain how authors use language choices to create an effect (e.g., mood and tone)</li> <li>• Analyze how specific language choices impact meaning and tone</li> <li>• 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</li> </ul>	
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Sixth Grade Writing				Quarter 4 – Unit 7
	<b>KNOW (Factual)</b>	<b>UNDERSTAND (Conceptual)</b>	<b>DO (Procedural, Application and Extended Thinking)</b>	<b>Mastery of these skills are evident when students can do the following:</b>
<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to</p>	<ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Topic</li> <li>• Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event)</li> <li>• Character types</li> <li>• Narrator</li> <li>• Dialogue</li> <li>• Elaboration</li> <li>• Awareness of audience</li> <li>• Description</li> <li>• Reaction/response (e.g., Why was the event important? How did the event make you feel?)</li> <li>• Organizational pattern(s)/sequence of events (e.g., chronological, reflective, flashback)</li> <li>• Relevant, concrete details/examples</li> <li>• Difference between relevant and irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>• Good authors of narrative writing effectively develop real or imagined experiences or events to tell a story that engages the reader.</li> <li>• Good authors use model/example texts to guide them as they compose their own narrative pieces.</li> <li>• Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Select/identify real or imagined experiences or event(s) to tell about</li> <li>• Select/identify details about an event(s) and people               <ul style="list-style-type: none"> <li>• differentiating between relevant and irrelevant details</li> <li>• addressing the needs of the audience</li> <li>• selecting an organizational pattern (sequence of events) appropriate for the topic and purpose</li> </ul> </li> <li>• Select an appropriate writing form</li> <li>• Write narratives to develop real or imagined experiences or events using effective techniques descriptive</li> </ul>	<ul style="list-style-type: none"> <li>• Writing skills should be integrated with reading skills</li> <li>• All writing activities should be modeled by the teacher</li> </ul>

<p>convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>details</p> <ul style="list-style-type: none"> <li>• Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound)</li> <li>• Transitional words and phrases</li> <li>• Closure/ending/conclusion</li> <li>• Forms (e.g., short stories, journals, poems, personal essays, memoir)</li> <li>• Mood/reader’s reaction (e.g., humorous, light, mysterious)</li> </ul>		<p>details, and well-structured event sequences by</p> <ul style="list-style-type: none"> <li>• orienting the reader by establishing a context and introducing a narrator and/or characters</li> <li>• organizing an event sequence that unfolds naturally and logically</li> <li>• using narrative techniques, such as dialogue, description, and pacing, to develop experiences, events and/or characters</li> <li>• using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>• using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and</li> </ul>	
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			<p>events, and to create mood</p> <ul style="list-style-type: none"> <li>• Providing a conclusion that follows from the narrated experiences or events or achieves a desired effect</li> </ul>	
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## CCSS Question Stems by Standard – Sixth Grade – Literature

<p><b>RL 6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RL 6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>RL 6.3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.</p>
<ol style="list-style-type: none"> <li>1. Why did the author write this piece?</li> <li>2. What inferences can you make?</li> <li>3. What information would you need to support the inference?</li> <li>4. Analyze the passage, what can you conclude?</li> <li>5. When you analyze the text, what inference can you make?</li> <li>6. How does the textual evidence support your conclusion?</li> <li>7. What was the author’s purpose</li> <li>8. What can you conclude from the text?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the story suggest about life?</li> <li>2. What does _____ represent in this story?</li> <li>3. Which of the following best captures the theme?</li> <li>4. In what way is _____ like _____?</li> <li>5. The words in this sentence create the impression that _____.</li> <li>6. How can you best summarize the text?</li> <li>7. Is your summary free of personal opinions or judgments?</li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize the story or drama using key information.</li> <li>2. Sequence the story or drama</li> <li>3. Describe how a character evolves with the plot</li> <li>4. Describe the plot of a story or drama.</li> <li>5. How does the plot unfold?</li> <li>6. Describe the problem. How was it resolved?</li> <li>7. What can you infer about _____? (character, plot, resolution)</li> <li>8. The character’s reactions in paragraph ___ tell the reader that _____.</li> <li>9. At what point in the story did the character begin to change?</li> </ol>
<p><b>RL 6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p>	<p><b>RL 6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p><b>RL 6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>
<ol style="list-style-type: none"> <li>1. What does the word/phrase _____ mean in this selection?</li> <li>2. Without changing the meaning of the sentence, which word can best be used to replace the underlined part?</li> <li>3. Which of the following synonyms is closest in the meaning to the word _____?</li> </ol>	<ol style="list-style-type: none"> <li>1. How does the theme, setting or plot develop?</li> <li>2. What words help the development of the theme, setting or plot?</li> <li>3. How does _____ contribute to the development of the theme, setting, or plot?</li> <li>4. How does the sentence, chapter, scene, or</li> </ol>	<ol style="list-style-type: none"> <li>1. How does the author develop the narrator or speaker’s point of view?</li> <li>2. How does the author’s word choice help develop the narrator or speaker’s point of view?</li> <li>3. Who is the narrator?</li> <li>4. From whose point of view is the text written?</li> </ol>

<ol style="list-style-type: none"> <li>4. In this sentence, the word _____ means _____.</li> <li>5. Is a feeling or emotion associated with the word usage?</li> <li>6. How did the author use word choice to impact meaning and tone?</li> <li>7. What word(s) could you use to replace _____ in order to shift the tone?</li> </ol>	<p>stanza fit into the overall structure of a _____?</p> <ol style="list-style-type: none"> <li>5. Analyze the text structure and explain why the author chose to write it this way.</li> <li>6. If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed?</li> </ol>	<ol style="list-style-type: none"> <li>5. How did the author help develop the character's point of view?</li> </ol>
<p><b>RL 6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p><b>RL 6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p><b>RL 6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<ol style="list-style-type: none"> <li>1. How does reading a story compare to the audio or video version?</li> <li>2. What do you see/hear when reading the text?</li> <li>3. Explain your perception of what you hear and see.</li> <li>4. Explain the differences between what you see and hear when reading to your perception of what you hear and watch in an audio, video or live version.</li> <li>5. What was similar/different? How? Why?</li> </ol>	<ol style="list-style-type: none"> <li>1. How are _____ and _____ alike/similar?</li> <li>2. How are _____ and _____ different?</li> <li>3. What are the text forms/genres of each selection?</li> <li>4. What is the topic or theme of each selection?</li> <li>5. Although the topic/theme of these passages is similar, how does the presentation differ?</li> <li>6. Why do you think the author used this approach in relaying the theme?</li> </ol>	<ol style="list-style-type: none"> <li>1. What have you read independently lately?</li> <li>2. What genres have you recently read?</li> <li>3. What genre did you enjoy the most?</li> <li>4. Have you read multiple books by the same author?</li> <li>5. Who is your favorite author?</li> <li>6. Do you think you are ready to read a more complex text or different type of literature?</li> <li>7. What is the lexile level of this text?</li> <li>8. Briefly summarize the plot and theme of the text.</li> </ol>
<p><b>RL 6.8</b> Not Applicable to CCSS Literature Standards</p>		

## CCSS Question Stems by Standard – Sixth Grade – Informational

<p><b>RI 6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RI 6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>RI 6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
<ol style="list-style-type: none"> <li>1. What does the author mean when he/she says _____?</li> <li>2. What conclusions can be drawn?</li> <li>3. What textual evidence does the text give to prove these generalizations accurate?</li> <li>4. Analyze the text and determine the most important concepts.</li> </ol>	<ol style="list-style-type: none"> <li>1. What does the text suggest?</li> <li>2. Which of the following best captures the theme?</li> <li>3. What is the central idea?</li> <li>4. What distinct details convey the central idea of this piece?</li> <li>5. How can you best summarize the text?</li> <li>6. Is your summary free of personal judgment or opinion statements?</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze in detail how an individual, event, or idea is introduced in a text.</li> <li>2. Explain why it was important for the author to introduce the individual/event/idea at this point in the text.</li> <li>3. How did the individual/events/idea change over the course of the text?</li> <li>4. Where does the author provide an example or anecdote to support the development of an individual/event/idea?</li> </ol>
<p><b>RI 6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>RI 6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><b>RI 6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>
<ol style="list-style-type: none"> <li>1. What does the word/phrase _____ mean in this selection?</li> <li>2. Without changing the meaning of the sentence, which word can best be used to replace the underlined part?</li> <li>3. Which of the following synonyms is closest in the meaning to the word _____?</li> <li>4. In this sentence, the word _____ means _____.</li> <li>5. What is the technical meaning of the word?</li> </ol>	<ol style="list-style-type: none"> <li>1. Which sentence does not belong?</li> <li>2. How does the idea develop?</li> <li>3. What words help the development of an idea?</li> <li>4. How does _____ contribute to the development of the idea?</li> <li>5. How does the sentence/paragraph/chapter/section fit into the overall structure of a _____?</li> <li>6. What is the main idea of the section, chapter, and/or paragraph?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the author’s point or vies or purpose?</li> <li>2. How does the author’s word choice help develop the point of view/purpose?</li> <li>3. Use the text to support how the point of view/purpose is conveyed by the author</li> </ol>

	<p>7. What text features are used?</p> <p>8. How do the text features assist the reader?</p>	
<p><b>RI 6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>RI 6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>RI 6.9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<ol style="list-style-type: none"> <li>1. What common understanding on the topic/issue did you develop?</li> <li>2. Which format best relays the message?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the argument presented in the text?</li> <li>2. How is the argument developed and supported?</li> <li>3. Is the claim valid? Explain your answer.</li> <li>4. Show me evidence the supports the argument.</li> <li>5. Which of the evidence supporting the argument is most relevant?</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare _____ presentation of _____ to _____ presentation of _____.</li> <li>2. How do the works of _____ differ from the works of _____?</li> <li>3. Explain the similarities and differences of _____ and _____.</li> <li>4. What is common in both texts?</li> <li>5. How do the texts differ?</li> <li>6. Which of the authors’ approaches do you prefer? Why?</li> </ol>
<p><b>RI 6.10</b> 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.</p>		
<ol style="list-style-type: none"> <li>1. What have you read independently lately?</li> <li>2. What are the topics/central ideas of the nonfiction texts that you have recently read?</li> <li>3. What topic did you enjoy the most?</li> <li>4. Have you read multiple books by the same author?</li> <li>5. Who is your favorite author?</li> <li>6. Do you think you are ready to read a more</li> </ol>		

<p>complex text or different type of literary nonfiction?</p> <ol style="list-style-type: none"><li>7. What is the lexile level of this text?</li><li>8. Briefly summarize the central idea of the text.</li></ol>		
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