

## English Language Arts Scope and Sequence Sixth Grade

Unit and Approximate Time Frame	Standards			
One: Stories of Change (7 weeks)	AP/College Readiness			
	<ul style="list-style-type: none"> <li>Analyzing literary works through close reading to understand multiple meanings</li> <li>Reading to become aware of how stylistic effects are achieved by a writer</li> <li>Connecting writing skills to interpretive skills in reading</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity</li> <li>Using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation</li> </ul>			
	Common Core			
	Reading	Writing	Listening/Speaking	Language
	<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 the characters respond or change as the plot moves towards a resolution.</p>	<p><b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>W.6.3a</b> 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>W.6.3b</b> Use narrative techniques, such as dialogue, pacing, and description, to</p>	<p><b>SL.6.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>L.6.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>L.6.1a</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p><b>L.6.1e</b> Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>L.6.2b</b> Spell correctly.</p>

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	<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 a specific word choice 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> <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> <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</p>	<p>develop experiences, events, and/or characters.</p> <p><b>W.6.3c</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>W.6.3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>W.6.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills</p>		<p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.6.3a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>L.6.4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.6.5a</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>L.6.5b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>L.6.5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate</p>
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	<p>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> <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.6.10</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>	<p>to type a minimum of three pages in a single sitting.</p> <p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>when considering a word or phrase important to comprehension or expression.</p>
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Unit and Approximate Time Frame	Standards			
<b>Two: The Power to Change (7 weeks)</b>	<b>AP/College Readiness</b>			
	<ul style="list-style-type: none"> <li>• Reading a text closely to determine literary elements</li> <li>• Writing and rewriting in ongoing efforts to achieve stylistic maturity</li> <li>• Identifying and applying the language of literary analysis</li> <li>• Varying and manipulating sentence structure for effect</li> <li>• Synthesizing, summarizing, paraphrasing, quoting and citing sources</li> </ul>			
	<b>Common Core</b>			
	<b>Reading</b>	<b>Writing</b>	<b>Listening/Speaking</b>	<b>Language</b>
	<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. <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. <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 the characters respond or change as the plot moves towards a resolution. <b>RL.6.4</b> Determine the meaning	<b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>W.6.2a</b> 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	<b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <b>SL.6.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>SL.6.1b</b> Follow rules for	<b>L.6.1a</b> Ensure that pronouns are in the proper case (subjective, objective, possessive). <b>L.6.1b</b> Use intensive pronouns (e.g., <i>myself, ourselves</i> ). <b>L.6.1c</b> Recognize and correct inappropriate shifts in pronoun number and person. <b>L.6.1e</b> Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <b>L.6.2b</b> Spell correctly.

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	<p>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>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> <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</p>	<p>aiding comprehension.</p> <p><b>W.6.2b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>W.6.2c</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><b>W.6.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.6.2e</b> Establish and maintain a formal style.</p> <p><b>W.6.2f</b> Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.6.6</b> Use technology, including the Internet, to</p>	<p>collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.1c</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>SL.6.1d</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.6.3a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>L.6.3b</b> Maintain consistency in style and tone.</p> <p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.6.4a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.6.4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p><b>L.6.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise</p>
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	<p>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> <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> <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>produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.6.9a</b> Apply <i>grade 6 Reading Standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>		<p>of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.6.5a</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>L.6.5b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>L.6.5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<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> <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.6.10</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>	<p><b>W.6.9b</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> <p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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Unit and Approximate Time Frame	Standards			
Three: Changing Perspectives (7 weeks)	AP/College Readiness			
	<ul style="list-style-type: none"> <li>• Synthesizing information from a variety of genres</li> <li>• Evaluating and incorporating referenced sources</li> <li>• Analyzing how graphics and visual images relate to and support written texts</li> <li>• Creating and sustaining arguments based on readings, research, and/or personal experience</li> <li>• Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure</li> </ul>			
	Common Core			
	Reading	Writing	Listening/Speaking	Language
	<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> <p><b>RI.6.4</b> Determine the meaning</p>	<p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.6.1a</b> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>W.6.1b</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>W.6.1c</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.6.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>SL.6.1b</b> Follow rules for</p>	<p><b>L.6.2b</b> Spell correctly.</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.6.3b</b> Maintain consistency in style and tone.</p> <p><b>L.6.4a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.6.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>



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	<p>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> <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>	<p><b>W.6.1d</b> Establish and maintain a formal style.</p> <p><b>W.6.1e</b> Provide a concluding statement or section that follows from the argument presented.</p> <p><b>W.6.3a</b> 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>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.6.1c</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>SL.6.1d</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or</p>	<p>pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L.6.4d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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	<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>	<p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
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Unit and Approximate Time Frame	Standards			
<b>Four: The Final Act (7 weeks)</b>	AP/College Readiness			
	<ul style="list-style-type: none"> <li>Reading to make careful observations of textual detail and drawing an interpretive conclusion about the meaning and value of a piece of writing</li> <li>Analyzing literature using the language of literary analysis</li> <li>Applying the effective strategies and techniques in writing</li> <li>Using logical organization, enhanced by specific techniques of coherence, such as repetition, transitions, and emphasis</li> <li>Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure</li> </ul>			
	Common Core			
	Reading	Writing	Listening/Speaking	Language
	<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. <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. <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 the characters respond or change as the plot moves	<b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence. <b>W.6.1a</b> Introduce claim(s) and organize the reasons and evidence clearly. <b>W.6.1b</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <b>W.6.2</b> Write informative/explanatory texts	<b>SL.6.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>SL.6.1b</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. <b>SL.6.1c</b> Pose and respond to specific questions with	<b>L.6.1a</b> Ensure that pronouns are in the proper case (subjective, objective, possessive). <b>L.6.1b</b> Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ). <b>L.6.1c</b> Recognize and correct inappropriate shifts in pronoun number and person. <b>L.6.1d</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). <b>L.6.1e</b> Recognize variations from Standard English in their

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	<p>towards a resolution.</p> <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 a specific word choice on meaning and tone.</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> <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.6.10</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> <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</p>	<p>to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.6.2a</b> 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>W.6.2b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>W.6.2c</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><b>W.6.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W.6.2e</b> Establish and maintain a formal style.</p> <p><b>W.6.4</b> Produce clear and coherent writing in which the</p>	<p>elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>SL.6.1d</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.3</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and</p>	<p>own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>L.6.2a</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>L.6.3a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>L.6.3b</b> Maintain consistency in style and tone.</p> <p><b>L.6.4a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.6.4.b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p><b>L.6.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
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	<p>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.6.4</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.6.7</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.6.10</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>	<p>development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>W.6.9a</b> Apply <i>grade 6 Reading</i></p>	<p>visual displays in presentations to clarify information.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.6.4d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.6.5a</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>L.6.5b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>L.6.5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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		<p><i>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”).</i></p> <p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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