

Quarter 1:  
 Unit 1: Fiction

<p>Reading Skills-</p>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>● Characterization (direct and indirect)</li> <li>● Elements of Plot- Plot diagram</li> <li>● Setting</li> <li>● Theme</li> <li>● Mood</li> <li>● Inferences</li> <li>● Author's Purpose</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to identify types of characters and analyze how the type of character changes throughout the story.</p> <p>Students will be able to explain how the setting influences the mood and contributes to the elements of plot.</p>	<p><b>Resources :</b></p> <p>-"Stray"by Cynthia Rylant</p> <p>-"Just Once"by Thomas Dygard</p> <p>-"The Hitchhiker" by Lucille Fletcher</p> <p>-"Thank You Ma'am"by Langson Hughes</p> <p>-"The Emperor's New Clothes"and more folktales</p> <p>-"The Bracelet"by Yoshiko Uchida</p> <p>-"The Gold Cadillac"by Mildred Taylor</p> <p>-"Casey at the Bat" by Ernest Lawrence Thayer</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Cold read assessment on characterization, elements of plot, and setting</li> <li>● TDA assessment on fiction skills on theme, mood, inferences, author's purpose</li> </ul>	<p><b>Standards:</b></p> <p>A-K.1.1.1        A-K.1.1.2        A-K.1.1.3        A-C.2.1.1        A-C.2.1.2        A-C.2.1.3        A-C.3.1.1        A-V.4.1.1        A-V.4.1.2</p>
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			<p>-All Summer in a Day”by Ray Bradbury</p> <p>-’The Jacket”by Gary Soto</p> <p>-’Charles”by Shirley Jackson</p>		
Grammar skills-	<ul style="list-style-type: none"> <li>● Nouns: common and proper nouns, compound nouns, collective nouns, possessive nouns</li> <li>● Pronouns and Antecedents: Personal, demonstrative pronouns, interrogative pronouns, and indefinite pronouns, intensive and reflexive, vague pronouns,</li> <li>● Verbs: Action, linking, helping and main (verb phrases)</li> </ul>	<p>Students will lessen redundancy by making more precise word choices.</p> <p>Identify and properly use different types of speech in writing and speaking.</p>	Prentice Hall Writing and Grammar Grade 6 text and workbook	Grammar Quizzes	<p>D.1.1.1</p> <p>D.1.1.2</p> <p>D.1.1.3</p> <p>D.1.1.4</p> <p>D.1.1.5</p>
Vocabulary -	Lists on Vocab.com - direct instruction of terms and meaning, application online,	Students will enrich their vocabulary to help communicate	Vocabulary.com lists	Vocabulary quizzes	<p>A-V.4.1.1</p> <p>A-V.4.1.2</p>

	<p>use in context throughout week, Vocab Jam, quiz on Vocab.com</p>	<p>complex ideas effectively.</p> <p>Students will build their vocabulary by understanding synonyms, antonyms, prefixes, suffices, and roots.</p>			
Writing-	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Attention Grabber</li> <li>● Details</li> <li>● Text evidence</li> </ul>	<p>Students will use transition words/phrases to connect ideas coherently and cohesively.</p> <p>Students will improve writing skills in different types of writing.</p> <p>Students will incorporate the use of sophisticated transitions into writing.</p> <p>Students will continue to develop and refine writing styles.</p>	<p>Prentice Hall Writing and Grammar grade 6 text and workbook</p> <p>PDE TDA resources and rubric</p> <p>Writing graphic organizers</p>	Text-Dependent Analysis prompts	<p>D.2.1.1</p> <p>D.2.1.2</p> <p>D.2.1.3</p> <p>D.2.1.4</p> <p>D.2.1.5</p> <p>E.1.1.1</p> <p>E.1.1.2</p> <p>E.1.1.3</p> <p>E.1.1.4</p> <p>E.1.1.5</p> <p>E.1.1.6</p>

		Students will apply elements of standard written English.			
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## Quarter 2:

### Unit 2: Figurative Language and Poetry

### Unit 3: Nonfiction

<p>Reading Skills-</p>	<p><b>Figurative language and poetry</b></p> <p><b>Nonfiction:</b></p> <ul style="list-style-type: none"> <li>● Mini lessons: Text structure: sequence, compare and contrast, problem and solution, cause and effect, and description</li> <li>● Text features</li> <li>● Central idea and support details</li> <li>● Analyze how individual idea or key event contribute to the text</li> <li>● How does a part of a text fit into the whole of the story?</li> <li>● Claims and</li> </ul>	<p><b>Objectives:</b></p> <p>Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Students will be able to determine a central idea of a text and how it is conveyed through relevant details.</p> <p>Students will be able to analyze in detail how a key individual event or idea is introduced or elaborated in a text.</p> <p>Students will determine</p>	<p><b>Resources:</b></p> <p>-’Toys R Us: The End of an Era” article</p> <p>-’Bullying” article</p> <p>-’Competitive Eating” article</p> <p>-’Yellowstone Super Volcano” article</p> <p>-’Navajo Code Talkers” article</p> <p>-’Football vs Futbol” article</p> <p>-’Pet Adoption” article</p> <p>-’The Golden Age of Radio” article</p> <p>-’Too Much Sugar” article</p> <p>-’Frederick Douglas” article</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● Figurative language application assessment</li> <li>● Nonfiction cold read</li> <li>● Nonfiction TDA</li> </ul>	<p><b>Standards:</b></p> <p>B-K.1.1.1          B-K.1.1.2          B-K.1.1.3          B-C.2.1.1          B-C.2.1.2          B-C.2.1.3          B-C.3.1.1          B-C.3.1.2          B-V.4.1.1          B-V.4.1.2</p>
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	<p>opinions: Fact and opinion, bias</p> <ul style="list-style-type: none"> <li>● Compare and contrast one author's presentation of events to another's presentation of the same events</li> <li>● Author's point of view or purpose</li> <li>● Text evidence to support analysis of what text says explicitly and what it infers</li> </ul>	<p>author's point of view or purpose in a text.</p> <p>Students will use nonfiction text feature to enhance understanding of the text.</p>	<p>-"Too Much Screen Time" article</p> <p>-NewsELA.com</p> <p>-ReadWorks.com</p>		
<p>Grammar skills-</p>	<ul style="list-style-type: none"> <li>● Adjectives: Descriptive, demonstrative, proper, compound,</li> <li>● Adverbs</li> <li>● Prepositions and Prepositional Phrases</li> </ul>	<p>Students will lessen redundancy by making more precise word choices.</p> <p>Identify and properly use different types of speech in writing and speaking.</p>	<p>Prentice Hall Writing and Grammar grade 6 text and workbook</p>	<p>Grammar quizzes</p>	<p>D.1.1.1 D.1.1.2 D.1.1.3 D.1.1.4 D.1.1.5</p>

	<ul style="list-style-type: none"> <li>● Conjunctions and interjections</li> </ul>				
Writing focus-	<ul style="list-style-type: none"> <li>● Text evidence</li> <li>● Development of ideas</li> </ul>	<p>Students will use transition words/phrases to connect ideas coherently and cohesively.</p> <p>Students will improve writing skills in different types of writing.</p> <p>Students will incorporate the use of sophisticated transitions into writing.</p> <p>Students will continue to develop and refine writing styles.</p> <p>Students will apply elements of standard written English.</p>	<p>Prentice Hall Writing and Grammar grade 6 text and workbook</p> <p>PDE TDA resources and rubric</p> <p>Writing graphic organizers</p>	Text-Dependent analysis	<p>D.2.1.1</p> <p>D.2.1.2</p> <p>D.2.1.3</p> <p>D.2.1.4</p> <p>D.2.1.5</p> <p>E.1.1.1</p> <p>E.1.1.2</p> <p>E.1.1.3</p> <p>E.1.1.4</p> <p>E.1.1.5</p> <p>E.1.1.6</p>
Vocabulary	Lists on Vocabulary.com - direct instruction	Students will enrich their vocabulary to	Vocabulary.com lists	Vocabulary quizzes	<p>B-V.4.1.1</p> <p>B-V.4.1.2</p>

	<p>of terms and meaning, application online, use in context throughout week, Vocab Jam, quiz on Vocab.com</p>	<p>help communicate complex ideas effectively.</p> <p>Students will build their vocabulary by understanding synonyms, antonyms, prefixes, suffices, and roots.</p>			
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## Quarter 3:

### Unit 4: Novel Study

Reading Skills-	Novels :	Objectives:	Resources:	Assessments:	Standards:
	<p>Co-Taught: <i>Maze Runner</i></p> <p>Other sections: <i>Prisoner B3087</i></p> <ul style="list-style-type: none"> <li>● Character development (direct and indirect characterization)</li> <li>● Setting</li> <li>● Foreshadowing</li> <li>● Text analysis and analyzing a quote</li> <li>● Conflict: internal and external</li> <li>● Conflict: types</li> <li>● Setting/ plot</li> <li>● Connections from novel to historical</li> <li>● Figurative language in context</li> <li>● Imagery</li> <li>● Compare and contrast -</li> </ul>	<p>Analyze and evaluate the effective use of literary techniques (figurative language, allusion, dialogue, description, symbolism, world choice, dialect) in contemporary literature</p> <p>Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the novel.</p>	<p><i>Maze Runner</i> by James Dashner</p> <p><i>Prisoner B3087</i> by Alan Gratz</p>	<p>Novel comprehension assessment</p> <p>One-Page project</p> <p>ABC chart project</p>	<p>A-K.1.1.1 A-K.1.1.2 A-K.1.1.3 A-C.2.1.1 A-C.2.1.2 A-C.2.1.3 A-C.3.1.1 A-V.4.1.1 A-V.4.1.2 B-K.1.1.1 B-K.1.1.2 B-K.1.1.3 B-C.2.1.1 B-C.2.1.2 B-C.2.1.3 B-C.3.1.1 B-C.3.1.2 B-V.4.1.1 B-V.4.1.2</p>

	<p>setting, plot, character</p> <ul style="list-style-type: none"><li>● Theme</li><li>● Perspective</li><li>● Symbolism</li><li>● Allusion</li><li>● Haiku and acrostic poems</li></ul>	<p>Describe the author's style and its effect on the reader.</p> <p>Describe the influence of the author's language structure and word choice to convey her viewpoint.</p> <p>Discuss and evaluate motive, resulting behavior and consequences demonstrated in novel.</p> <p>Expand knowledge or word origins and derivations and use idioms, analogies, metaphors and similes to extend vocab. Development.</p> <p>Compare the meaning of</p>			
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		<p>words and phrases and use analogies to explain the relationships among them.</p> <p>Use question and predictions to guide reading.</p> <p>Explain and justify an interpretation of the novel.</p> <p>Summarize and make generalizations of content.</p>			
Grammar skills-	<ul style="list-style-type: none"> <li>● Subjects and predicates- Simple, complete, and compound</li> <li>● Subject complement (Predicate adjectives and predicate nouns)</li> <li>● Direct object and indirect object</li> <li>● Adjective and</li> </ul>	<p>Students will lessen redundancy by making more precise word choices.</p> <p>Identify and properly use different types of speech in writing and speaking.</p>	Prentice Hall Writing and Grammar grade 6 text and workbook	Grammar quizzes	<p>D.1.1.1</p> <p>D.1.1.2</p> <p>D.1.1.3</p> <p>D.1.1.4</p> <p>D.1.1.5</p> <p>D.1.1.6</p> <p>D.1.1.7</p> <p>D.1.1.8</p>

	adverbial phrases				
Writing focus-	<ul style="list-style-type: none"> <li>● Text evidence</li> <li>● Development of ideas</li> </ul>	<p>Students will use transition words/phrases to connect ideas coherently and cohesively.</p> <p>Students will improve writing skills in different types of writing.</p> <p>Students will incorporate the use of sophisticated transitions into writing.</p> <p>Students will continue to develop and refine writing styles.</p> <p>Students will apply elements of standard written English.</p>	<p>Prentice Hall Writing and Grammar grade 6 text and workbook</p> <p>PDE TDA resources and rubric</p> <p>Writing graphic organizers</p>	Text-Dependent analysis	D.2.1.1 D.2.1.2 D.2.1.3 D.2.1.4 D.2.1.5 E.1.1.1 E.1.1.2 E.1.1.3 E.1.1.4 E.1.1.5 E.1.1.6
Vocabulary	Lists on vocab.com - direct instruction of terms and meaning, application online, use in context throughout week, Vocab Jam, quiz on	Students will enrich their vocabulary to help communicate complex ideas effectively.	Vocabulary.com lists	Vocabulary quizzes	A-V.4.1.1 A-V.4.1.2 B-V.4.1.1 B-V.4.1.2

	Vocabulary.com	Students will build their vocabulary by understanding synonyms, antonyms, prefixes, suffixes, and roots.			
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## Quarter 4:

### Unit 4: Nonfiction and Fiction Skill Study

<p>Reading Skills -</p>	<p><b>Fiction and nonfiction skill study -</b></p> <ul style="list-style-type: none"> <li>● Writing exploration</li> <li>● Nonfiction and fiction skill application</li> </ul>	<p><b>Objectives:</b></p> <p>Students will be able to introduce texts for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>Students will be able to develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Current events</li> <li>● Actively Learn/ Common Lit</li> </ul>	<p><b>Assessments :</b></p> <p>Oral Presentation</p>	<p><b>Standards:</b></p> <p>A-K.1.1.1  A-K.1.1.2  A-K.1.1.3  A-C.2.1.1  A-C.2.1.2  A-C.2.1.3  A-C.3.1.1  A-V.4.1.1  A-V.4.1.2  B-K.1.1.1  B-K.1.1.2  B-K.1.1.3  B-C.2.1.1  B-C.2.1.2  B-C.2.1.3  B-C.3.1.1  B-C.3.1.2  B-V.4.1.1  B-V.4.1.2</p>
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		understanding of the text(s).			
Grammar skills-	<ul style="list-style-type: none"> <li>● Punctuation- End, commas, colon, semicolon,</li> <li>● Capitalization</li> </ul>	<p>Students will lessen redundancy by making more precise word choices.</p> <p>Identify and properly use different types of speech in writing and speaking.</p>	Prentice Hall Writing and Grammar grade 6 text and workbook	Grammar quizzes	D.1.1.1 D.1.1.2 D.1.1.3 D.1.1.4 D.1.1.5 D.1.1.6 D.1.1.7 D.1.1.8 D.1.2.1 D.1.2.2 D.1.2.3
Writing focus-	<ul style="list-style-type: none"> <li>● Text evidence</li> <li>● Development of ideas</li> <li>● Homonyms and commonly confused words</li> </ul>	<p>Students will use transition words/phrases to connect ideas coherently and cohesively.</p> <p>Students will improve writing skills in different types of writing.</p> <p>Students will incorporate the use of sophisticated transitions into writing.</p> <p>Students will continue to develop and refine writing</p>	Prentice Hall Writing and Grammar grade 6 text and workbook  PDE TDA resources and rubric  Writing graphic organizers	Text-Dependent analysis	D.2.1.1 D.2.1.2 D.2.1.3 D.2.1.4 D.2.1.5 E.1.1.1 E.1.1.2 E.1.1.3 E.1.1.4 E.1.1.5 E.1.1.6

		<p>styles.</p> <p>Students will apply elements of standard written English.</p>			
Vocabulary	<p>Lists on Vocabulary.com - direct instruction of terms and meaning, application online, use in context throughout week, vocab jam, quiz on Vocabulary.com</p>	<p>Students will enrich their vocabulary to help communicate complex ideas effectively.</p> <p>Students will build their vocabulary by understanding synonyms, antonyms, prefixes, suffices, and roots.</p>	Vocabulary.com lists	Vocabulary quizzes	<p>A-V.4.1.1</p> <p>A-V.4.1.2</p> <p>B-V.4.1.1</p> <p>B-V.4.1.2</p>



## 1st Quarter:

### Literature Text Standards:

A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

A-C.2.1.1: Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

A-C.2.1.2: 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.

A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

A-C.3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Conventions of Standard English:

D.1.1.1: Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

D.1.1.2: Use intensive pronouns (e.g., myself, ourselves).

D.1.1.3: Recognize and correct inappropriate shifts in pronoun number and person.\*

D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*

D.1.1.5: Recognize and correct inappropriate shifts in verb tense.\*

Vocabulary:

A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Writing:

D.2.1.1: Vary sentence patterns for meaning, reader/listener interest, and style.\*

D.2.1.2: Maintain consistency in style and tone.\*

D.2.1.3: Choose words and phrases to convey ideas precisely.\*

D.2.1.4: Choose punctuation for effect.\*

D.2.1.5: Choose words and phrases for effect.\*

E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.

E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E.1.1.5: Establish and maintain a formal style.

E.1.1.6: Provide a concluding section that follows from the analysis presented.

## 2nd Quarter

### Information Text Standards:

B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps)

B-C.2.1.1: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

B-C.2.1.2: Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

B-C.3.1.1 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 (e.g., fact/opinion, bias).

B-C.3.1.2 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-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade -appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

c. Determine the meaning of technical words and phrases used in a text.

B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Conventions of Standard English:

D.1.1.1: Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

D.1.1.2: Use intensive pronouns (e.g., myself, ourselves).

D.1.1.3: Recognize and correct inappropriate shifts in pronoun number and person.\*

D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*

D.1.1.5: Recognize and correct inappropriate shifts in verb tense.\*

Writing:

D.2.1.1: Vary sentence patterns for meaning, reader/listener interest, and style.\*

D.2.1.2: Maintain consistency in style and tone.\*

D.2.1.3: Choose words and phrases to convey ideas precisely.\*

D.2.1.4: Choose punctuation for effect.\*

D.2.1.5: Choose words and phrases for effect.\*

E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.

E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E.1.1.5: Establish and maintain a formal style.

E.1.1.6: Provide a concluding section that follows from the analysis presented.

### 3rd Quarter Standards:

#### Literature Text Standards:

A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

A-C.2.1.1: Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

A-C.2.1.2: 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.

A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

A-C.3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.



b. Use common, grade -appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Information Text Standards:

B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps)

B-C.2.1.1: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

B-C.2.1.2: Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

B-C.3.1.1 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 (e.g., fact/opinion, bias).

B-C.3.1.2 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-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

c. Determine the meaning of technical words and phrases used in a text.

B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Conventions of Standard English:

D.1.1.1: Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).

D.1.1.2: Use intensive pronouns (e.g., myself, ourselves).

D.1.1.3: Recognize and correct inappropriate shifts in pronoun number and person.\*

D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*

D.1.1.5: Recognize and correct inappropriate shifts in verb tense.\*

D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.\*

Vocabulary:

A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

**B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

c. Determine the meaning of technical words and phrases used in a text.

**B-V.4.1.2:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Writing:

**D.2.1.1:** Vary sentence patterns for meaning, reader/listener interest, and style.\*

**D.2.1.2:** Maintain consistency in style and tone.\*

**D.2.1.3:** Choose words and phrases to convey ideas precisely.\*

**D.2.1.4:** Choose punctuation for effect.\*

**D.2.1.5:** Choose words and phrases for effect.\*

E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.

E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E.1.1.5: Establish and maintain a formal style.

E.1.1.6: Provide a concluding section that follows from the analysis presented.

## 4th Quarter Standards:

### Literature Text Standards:

A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

A-C.2.1.1: Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

A-C.2.1.2: 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.

A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

A-C.3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Information Text Standards:

B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps)

B-C.2.1.1: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

B-C.2.1.2: Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

B-C.3.1.1 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 (e.g., fact/opinion, bias).

B-C.3.1.2 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-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

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B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

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D.1.1.3: Recognize and correct inappropriate shifts in pronoun number and person.\*

D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*

D.1.1.5: Recognize and correct inappropriate shifts in verb tense.\*

D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\*

D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).\*

D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.\*

D.1.2.1: Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*

D.1.2.2: Spell correctly.

D.1.2.3: Use punctuation to separate items in a series.\*

Vocabulary:

A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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E.1.1.5: Establish and maintain a formal style.

E.1.1.6: Provide a concluding section that follows from the analysis presented.