

Grade 6 ELA Scope and Sequence SY 13-14

Unit Theme	Unit Dates and Duration	Unit Focus	Reading: Literature RL.6.1, RL.6.2 and RL.6.10 apply to each unit.	Reading: Informational Text RI.6.1, RI.6.2 and RI.6.10 apply to each unit.	Writing W.6.4, W.6.5, W.6.9 and W.6.10 apply to each unit.	Speaking and Listening SL.6.1 and SL.6.6 apply to each unit.	Language *L.6.1, L.6.2 and L.6.4 (a), (b) apply to each unit. **Tested item
1 Growing Up?	8/27/13 to 10/17/13 (Instructional Days: 36)	Students weigh the pros and cons of aging from childhood to adolescence to adulthood, reading classic and/or contemporary fiction and biographies. Students compare and contrast how different texts explore the theme of “growing up.” Evidence-based writing focuses on explaining mixed feelings about the inevitable loss of childhood.	RL.6.1 RL.6.2 RL.6.6 RL.6.9	RI.6.1 RI.6.2 RI.6.7	W.6.2 W.6.4 W.6.5 W.6.9 W.6.10	SL.6.1 SL.6.6	L.6.1 L.6.2 **L.6.4
2 Figure it Out!	10/22/13 to 12/20/13 (Instructional Days: 40.5)	Students puzzle out mysteries and riddles, comparing and contrasting the strategies they use to solve different kinds of problems. Students analyze the effectiveness and appropriateness of particular strategies in different problem solving contexts. Evidence-based writing focuses on explaining how detectives use clues to solve mysteries and readers use clues to find deeper meaning.	RL.6.1 RL.6.2 RL.6.3 RL.6.7	RI.6.1 RI.6.2 RI.6.3 RI.6.6	W.6.2 W.6.4 W.6.5 W.6.9 W.6.10	SL.6.1 SL.6.6	L.6.1 L.6.2 L.6.4 (a), (b) **L.6.6
3 Embracing Heritage	1/7/14 to 2/28/14 (Instructional Days: 35.5)	Students dig deep into the immigration experience that is foundational to the USA. Reading fictional and informational immigrant stories and analyzing film clips and/or images, students examine forces that lead so many to America, for so many different reasons. Evidence-based writing focuses on arguing about immigration policy.	RL.6.1 RL.6.2 RL.6.4	RI.6.1 RI.6.2 RI.6.6 RI.6.8 RI.6.9	W.6.1 W.6.4 W.6.5 W.6.7 W.6.8 W.6.9 W.6.10	SL.6.1 SL.6.2 SL.6.6	L.6.1 L.6.2 L.6.3 L.6.4 (a), (b)
4 Overcoming Obstacles	3/3/14 to 5/8/14 (Instructional Days: 42.5)	Students explore bravery in the face of various challenges, such as slavery, shipwrecks, or unfair child labor practices. Students develop their understanding of courage by examining how people and characters face and overcome obstacles. Evidence-based writing focuses on presenting an argument about a challenging situation.	RL.6.1 RL.6.2 RL.6.5	RI.6.1 RI.6.2 RI.6.4 RI.6.5 RI.6.8	W.6.1 W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 W.6.10	SL.6.1 SL.6.3 SL.6.5 SL.6.6	L.6.1 L.6.2 L.6.4 (a), (b) **L.6.5
5 Heroes, Gods and Monsters	5/12/14 to 6/19/14 (Instructional Days: 26.5)	Students go back in time to experience heroes, gods, and monsters from around the world. Students read myths, legends and/or folktales from a wide variety of sources, and study supportive informational text, art, and music. Evidence-based writing focuses on crafting narratives about heroes, gods or monsters that contain story elements presented in the myths, legends or folktales studied.	RL.6.1 RL.6.2 RL.6.6	RI.6.1 RI.6.2	W.6.3 W.6.4 W.6.5 W.6.6 W.6.9 W.6.10	SL.6.1 SL.6.4 W.6.6 SL.6.6	L.6.1 L.6.2 L.6.4 (a), (b)

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1 Growing Up? 8/27/13 to 10/17/13 (Instructional Days: 36) Students weigh the pros and cons of aging from childhood to adolescence to adulthood, reading classic and/or contemporary fiction and biographies. Students compare and contrast how different texts explore the theme of “growing up.” Evidence-based writing focuses on explaining mixed feelings about the inevitable loss of childhood.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	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. (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. (b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (c) Use appropriate transitions to clarify the relationships among ideas and concepts. (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Establish and maintain a formal style. (f) Provide a concluding statement or section that follows from the information or explanation presented. W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) 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”). (b) Apply <i>grade 6 Reading standards</i> 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”).	SL.6.1 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. (a) 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) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Ensure that pronouns are in the proper case (subjective, objective, possessive). (b) Use intensive pronouns (e.g., <i>myself, ourselves</i>). (c) Recognize and correct inappropriate shifts in pronoun number and person. (d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (e) Recognize variations from standard English in their own or others’ writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (b) Spell correctly. L.6.4 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. (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., <i>audience, auditory, audible</i>). (c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (d) 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).

Unit Information	Reading: Literature RL.6.1, RL.6.2, and RL.6.10 apply to each unit.	Reading: Informational Text RI.6.1, RI.6.2, and RI.6.10 apply to each unit.	Writing W.6.4, W.6.5, W.6.9 and W.6.10 apply to each unit.	Speaking and Listening SL.6.1 and SL.6.6 apply to each unit.	Language L.6.1, L.6.2, and L.6.4 (a), (b) apply to each unit.
2 Figure it Out! 10/22/13 to 12/20/13 (Instructional Days: 40.5) Students puzzle out mysteries and riddles, comparing and contrasting the strategies they use to solve different kinds of problems. Students analyze the effectiveness and appropriateness of particular strategies in different problem solving contexts. Evidence-based writing focuses on explaining how detectives use clues to solve mysteries and readers use clues to find deeper meaning.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments. 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. 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.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	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. (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. (b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (c) Use appropriate transitions to clarify the relationships among ideas and concepts. (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Establish and maintain a formal style. (f) Provide a concluding statement or section that follows from the information or explanation presented. W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) 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”). (b) Apply <i>grade 6 Reading standards</i> 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”).	SL.6.1 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. (a) 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) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Ensure that pronouns are in the proper case (subjective, objective, possessive). (b) Use intensive pronouns (e.g., <i>myself, ourselves</i>). (c) Recognize and correct inappropriate shifts in pronoun number and person. (d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (e) Recognize variations from standard English in their own or others’ writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (b) Spell correctly. L.6.4 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. (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., <i>audience, auditory, audible</i>). L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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3 Embracing Heritage 1/7/14 to 2/28/14 (Instructional Days: 35.5) Students dig deep into the immigration experience that is foundational to the USA. Reading fictional and informational immigrant stories and analyzing film clips and/or images, students examine forces that lead so many to America, for so many different reasons. Evidence-based writing focuses on arguing about immigration policy.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments. RL.6.4 Determine the meaning of words or 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.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9 Compare and contrast one author’s presentation of events with that of another.	W.6.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. (c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented. W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) 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”). (b) Apply <i>grade 6 Reading standards</i> 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”).	SL.6.1 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. (a) 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) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.2 Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Ensure that pronouns are in the proper case (subjective, objective, possessive). (b) Use intensive pronouns (e.g., <i>myself, ourselves</i>). (c) Recognize and correct inappropriate shifts in pronoun number and person. (d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (e) Recognize variations from standard English in their own or others’ writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (b) Spell correctly. L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) Vary sentence patterns for meaning, reader/listener interest, and style. (b) Maintain consistency in style and tone. L.6.4 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. (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., <i>audience, auditory, audible</i>).

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4 Overcoming Obstacles 3/3/14 to 5/8/14 (Instructional Days: 42.5) Students explore bravery in the face of various challenges, such as slavery, shipwrecks, or unfair child labor practices. Students develop their understanding of courage by examining how people and characters face and overcome obstacles. Evidence-based writing focuses on presenting an argument about a challenging situation.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments. 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.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	W.6.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. (c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented. W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) 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”). (b) Apply <i>grade 6 Reading standards</i> 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”).	SL.6.1 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. (a) 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) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Ensure that pronouns are in the proper case (subjective, objective, possessive). (b) Use intensive pronouns (e.g., <i>myself, ourselves</i>). (c) Recognize and correct inappropriate shifts in pronoun number and person. (d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (e) Recognize variations from standard English in their own or others’ writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (b) Spell correctly. L.6.4 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. (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., <i>audience, auditory, audible</i>). L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., personification) in context. (b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).

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5 Heroes, Gods and Monsters 5/12/14 to 6/19/14 (Instructional Days: 26.5) Students go back in time to experience heroes, gods, and monsters from around the world. Students read myths, legends and/or folktales from a wide variety of sources, and study supportive informational text, art, and music. Evidence-based writing focuses on crafting narratives about heroes, gods or monsters that contain story elements presented in the myths, legends or folktales studied.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of text distinct from personal opinions or judgments. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (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. (b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (e) Provide a conclusion that follows from the narrated experiences or events. W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a) 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”). (b) Apply <i>grade 6 Reading standards</i> 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”).	SL.6.1 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. (a) 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) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Ensure that pronouns are in the proper case (subjective, objective, possessive). (b) Use intensive pronouns (e.g., <i>myself, ourselves</i>). (c) Recognize and correct inappropriate shifts in pronoun number and person. (d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (e) Recognize variations from standard English in their own or others’ writing and speaking, and identify and use strategies to improve expression in conventional language. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (b) Spell correctly. L.6.4 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. (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., <i>audience, auditory, audible</i>).