

Unit 1 – The Making of a Good Story

Unit 2 – Analyzing Craft and Structure

Unit 3 – What’s the Big Idea?

Unit 4 – Finding the Evidence

Unit 5 – Communicating for a Purpose

Unit 6 – Investigations

Unit 7 – Understanding the World Through Text

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Unit of Study	Unit #1 – The Making of a Good Story
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	25 days (20 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL-10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI-10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L-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.</p>

Priority and Supporting CCSS
<i>Priority Standards</i>
<p>RL-5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>W-3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>SL-1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>

L-1c Recognize and correct inappropriate shifts in pronoun number and person.

L-1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

Supporting Standards

RL-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.

W-3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W-3a 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.

W-3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W-3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W-3e Provide a conclusion that follows from the narrated experiences or events.

W-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.

SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL-1a 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.

SL-1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L-1b Use intensive pronouns (e.g., *myself, ourselves*).

L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L-2b Spell correctly.

L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L-4a 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.

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What makes a story worth reading? 2. How do we engage in collaborative discussion? 3. How does the correct use of pronouns make meaning clear? 4. How can a word reveal its meaning? 	<ol style="list-style-type: none"> 1. Writers depend on a variety of devices and techniques to craft a good story. 2. Clear rules, roles and goals support collaborative discussion. 3. Correct use of pronouns requires clear antecedents. 4. Word parts are clues to word meaning.

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Unit of Study	Unit #2 – Analyzing Craft and Structure
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	20 days (15 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)

Reading Standards for Literature 6-12

6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text 6-12

6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards 6-12

6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening 6-12

6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards 6-12

6.L.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.

Priority and Supporting CCSS

Priority Standards

6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

6.W.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

6.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

6.L.1e Recognize variations from standard English in their own and others' writing and speaking, and identify

and use strategies to improve expression in conventional language.

6.L.5a Interpret figures of speech (e.g., personification) in context.

Supporting Standards

6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.

6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6.L.2b Spell correctly.

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

6.L.4a 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.

6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
6.RL.4 figurative meaning connotative meaning word choice tone	6.RL.4 determine (meaning of words and phrases)	4
	determine (figurative and connotative meanings)	4
	analyze (impact of word choice on meaning)	4
	analyze (impact of word choice on tone)	4
	6.RI.5 analyze (how structural elements fit into the	4

<p>6.RI.5 structural elements</p> <ul style="list-style-type: none"> • sentence • paragraph • chapter • section <p>6.W.1c words phrases clauses</p> <p>claim(s) reasons</p> <p>6.W.3b narrative techniques (such as):</p> <ul style="list-style-type: none"> • dialogue • pacing • description <p>experiences events characters</p> <p>6.L.1e standard English</p> <p>strategies to improve expression</p>	<p>overall structure of a text)</p> <p>analyze (how structural elements contribute to the development of ideas)</p> <p>6.W.1c use (words, phrases, clauses)</p> <p>clarify (relationships among claim(s) and reasons)</p> <p>6.W.3b use (narrative techniques)</p> <p>develop (experiences, events, and/or characters)</p> <p>6.L.1e recognize (variations from standard English)</p> <p>identify (strategies to improve expression)</p> <p>use (strategies to improve expression)</p> <p>6.L.5a interpret (figures of speech)</p>	<p>4</p> <p>4</p> <p>3</p> <p>2</p> <p>3</p> <p>6</p> <p>1</p> <p>1</p> <p>3</p>
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6.L.5a figures of speech		4
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Essential Questions	Corresponding Big Ideas
1. Why do we break apart a text and examine its parts? 2. How do the words we choose and the language we use impact our writing?	1. The analysis of the parts of a text leads to understanding the essence of the whole text. 2. Writers keep readers focused and engaged by using effective narrative and expository techniques.

Standardized Assessment Correlations (State, College and Career)
<u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Unit of Study	Unit #3 – What’s the Big Idea?
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	25 days (20 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature 6-12 6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text 6-12 6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards 6-12 6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening 6-12 6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards 6-12 6.L.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.</p>

Priority and Supporting CCSS
<i>Priority Standards</i>
<p>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>

6.SL.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6.L.3a Vary sentence patterns for meaning, reader/listener interest, and style.

Supporting Standards

6.RI.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).

6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6.L.2b Spell correctly.

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

6.L.4a 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
6.RL.2	6.RL.2	

Essential Questions	Corresponding Big Ideas

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

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Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Unit of Study	Unit #4 – Finding the Evidence
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	30 days (25 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)

Reading Standards for Literature 6-12

6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text 6-12

6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards 6-12

6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening 6-12

6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards 6-12

6.L.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.

Priority and Supporting CCSS

Priority Standards

6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.RI.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.

6.W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating

an understanding of the topic or text.

6.W.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Supporting Standards

- 6.RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- 6.RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- 6.W.1 Write arguments to support claims with clear reasons and relevant evidence.
 - 6.W.1a Introduce claim(s) and organize the reasons and evidence clearly.
 - 6.W.1d Establish and maintain a formal style.
 - 6.W.1e Provide a concluding statement or section that follows from the argument presented.
- 6.W.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.
- 6.SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 6.L.2b Spell correctly.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
 - 6.L.4a 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
6.RL.1	6.RL.1	

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Unit of Study	Unit #5 – Communicating for a Purpose
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	30 days (25 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)

Reading Standards for Literature 6-12

6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text 6-12

6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards 6-12

6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening 6-12

6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards 6-12

6.L.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.

Priority and Supporting CCSS

Priority Standards

6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RI.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.

6.W.2a 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.

6.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6.L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

6.L.3b Maintain consistency in style and tone.

Supporting Standards

6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

6.W.2e Establish and maintain a formal style.

6.W.2f Provide a concluding statement or section that follows from the information or explanation presented.

6.W.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.

6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6.L.2b Spell correctly.

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

6.L.4a 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels
6.RL.4	6.RL.4	

Essential Questions	Corresponding Big Ideas

**Standardized Assessment Correlations
(State, College and Career)**

Expectations for Learning (in development)

This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Unit of Study	Unit #6 – Investigations
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	30 days (25 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)

Reading Standards for Literature 6-12

6.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text 6-12

6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards 6-12

6.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening 6-12

6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards 6-12

6.L.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.

Priority and Supporting CCSS

Priority Standards

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.W.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.

6.W.9b 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”).

6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.SL.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.

6.L.3a Vary sentence patterns for meaning, reader/listener interest, and style.

6.L.4d 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).

Supporting Standards

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6.L.2b Spell correctly.

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

6.L.4a 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.

6.L.4c 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.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
6.RI.1	6.RI.1	

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p><u>Expectations for Learning (in development)</u> This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>

Connecticut Curriculum Design Unit Planning Organizer

Subject(s)	English Language Arts
Grade/Course	Grade 6
Unit of Study	Unit #7 – Understanding the World Through Text
Unit Type(s)	<input type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	20 days (15 instructional days and 5 re-teach/enrichment days)

Overarching Standards (OS)
<p>Reading Standards for Literature RL-10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading Standards for Informational Text RI-10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing Standards W-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Speaking and Listening SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language Standards L-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.</p>

Priority and Supporting CCSS

Priority Standards

RL-9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI-2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W-9a Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

L-1e Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

Supporting Standards

RL-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.

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L-2b Spell correctly.

L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

L-4a 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.

RL-9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RI-2 Determine a central ideas of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W-9a Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

L-1e Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom’s Taxonomy Levels

Essential Questions	Corresponding Big Ideas

Standardized Assessment Correlations (State, College and Career)
<p>Expectations for Learning (in development)</p> <p>This information will be included as it is developed at the national level. CT is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessment.</p>