

Grade 6 Reading Literature		
Standard	Grade 5	Grade 6
RL.1	Demonstrates student’s ability to quote or reference and make relevant connections from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.	Provides textual evidence to support analysis and make relevant connections of what the text says explicitly and/or inferences drawn from the text.
RL.2	Determine the theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. Provides a summary of the text.	Provides a statement of a theme or central idea of a text. Provides a description of how the theme or central idea is conveyed through particular details. Provides a summary of the text distinct from personal opinions or judgments.
RL.3	Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact). Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text. Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text.	Provides a description of how a particular story or drama plot unfolds in a series of episodes toward a resolution. Provides a description of how the characters respond or change as the plot moves toward resolution.
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone.
RL.5	Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Provides an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. Provides an analysis of how a particular sentence, chapter, scene, or stanza

English/Language Arts Curriculum

Warren Hills Cluster Curriculum

		contributes to the development of the theme, setting, or plot.
RL.6	Provides a description of how a narrator’s or speaker’s point of view influences how events are described	Provides an explanation of how an author develops the point of view of the narrator or speaker in a text
RL.7	Provides an analysis of how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Provides an analysis of how a multimedia presentation contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Provides a comparison and contrast of 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 is “seen” and “heard” when reading the text to what is perceived when listening or watching.
RL.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest in stories, myths, and traditional literature from different cultures.	Provides a comparison/contrast and reflection on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 6 Reading Informational		
Standard	Grade 5	Grade 6
RI.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	For RI 1, provides textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text. For RST1 and RH1, provides textual evidence to support an analysis of science and/or technical texts or

English/Language Arts Curriculum

Warren Hills Cluster Curriculum

		historical primary and/or secondary source.
RI.2	<p>Provides a statement of two or more main ideas of a text.</p> <p>Provides an explanation of how two or more main ideas are supported by key details.</p> <p>Provides a summary of the text</p>	<p>Provides a statement of the central idea(s) of a text.</p> <p>Provides a statement of how the central idea is conveyed through particular details.</p> <p>Provides an objective summary of the text distinct from personal opinions or judgments.</p> <p>For RST 2, determines the central ideas or conclusions of a text. For RH 2, determines the central ideas of a primary or secondary source.</p>
RI.3	<p>Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text.</p> <p>Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text.</p> <p>Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text.</p>	<p>For RI3, analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes).</p> <p>For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies.</p>
RI.4	<p>Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area.</p> <p>Demonstrates the ability to determine the meaning of domain specific words or phrases in a text relevant to grade 5 topics or subject area.</p>	<p>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).</p> <p>For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
RI.5	<p>Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas,</p>	<p>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text.</p>

	<p>concepts, or information in two or more texts.</p>	<p>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas.</p> <p>For RST 5, provides an analysis of the structure an author uses to organize a text, including how major sections contribute to the whole and to an understanding of the topic.</p> <p>For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, and causally).</p>
<p>RI.6</p>	<p>Provides an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent.</p> <p>Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent.</p>	<p>For RI6, provides a statement of an author’s point of view in a text.</p> <p>For RI6, provides a statement of an author’s purpose in a text.</p> <p>For RI6, provides an explanation of how the author’s point of view or purpose is conveyed in the text.</p> <p>For RST 6, provides an analysis of the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author’s point of view (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author’s purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p>
<p>RI.7</p>	<p>Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.</p>	<p>For RI7, demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words.</p>

		<p>For RST 7, provides an integration of quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>For RH 7, provides an integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p>RI.8</p>	<p>Provides an explanation of how an author uses reasons to support particular points in a text.</p> <p>Provides an explanation of how an author uses evidence to support particular points in a text.</p> <p>Identifies which reasons and/or evidence support which points.</p>	<p>For RI8, provides a tracing of the argument and/or specific claims in a text.</p> <p>For RI8, provides an evaluation of the argument and/or specific claims in a text.</p> <p>For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.</p> <p>For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.</p> <p>For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text.</p>
<p>RI.9</p>	<p>Provides a statement that integrates and reflect on (e.g. personal knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic.</p>	<p>For RI9, For RI9, provides a comparison, contrast, and reflection on (e.g. practical knowledge, historical/cultural context, and background knowledge) of one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video or</p>

English/Language Arts Curriculum

Warren Hills Cluster Curriculum

		<p>multimedia sources with that gained from reading a text on the same topic.</p> <p>For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.</p>
RI.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Grade 6 Language		
Standard	Grade 5	Grade 6
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>B. Maintain consistency in style and tone.</p>
L.4	<p>Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>
L.5	<p>Demonstrates the ability to determine the meaning of simple similes and metaphors in context.</p> <p>Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use the relationship between particular words (e.g., synonyms, antonyms,</p>	<p>Demonstrates ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>

English/Language Arts Curriculum

Warren Hills Cluster Curriculum

	homographs) to better understand each of the words.	FOR DIAGNOSTIC ONLY: Demonstrates the ability to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (1)	Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.

Grade 6 Writing		
Standard	Grade 5	Grade 6
W.1-10	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the</p>	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing</p>

<p>development is consistently appropriate to the task, purpose, and audience. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, 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>Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. Introduce topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. Opinion: Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. Expository: Introduces a topic clearly includes text features such as headings, illustrations, and multimedia. Link ideas within paragraphs and sections of information. Provide a conclusion related to the information of explanation presented.</p> <p>Narrative: Write to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Clarity of Language The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, voice, and/or domain specific vocabulary effectively to clarify ideas. The response</p>	<p>reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, 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>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. Introduce topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, voice, and/or domain-specific vocabulary. The response establishes and maintains a formal/academic style, approach, and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of</p>
--	---

English/Language Arts Curriculum

Warren Hills Cluster Curriculum

	<p>establishes and maintains a formal/academic style, approach, and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>	<p>standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
--	---	--

Grade 6 Writing History, Science, and Technical Subjects (No Change)		
Standard	Grade 5	Grade 6
W.6.8.1*	N/A	<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.6.8.2*		<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>

English/Language Arts Curriculum

Warren Hills Cluster Curriculum

		<p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
WHST.6.8.4		Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
WHST.6.8.10		Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
Technology Integration	Digital tools, search tools, online series, research, provide sources, analysis of information presented visually, orally, or quantitatively; multimedia presentation
Interdisciplinary Connections	<p>Social Studies- Informational Text about historical events; use of secondary source; theme; central ideas; textual evidence; presentation of information; identification of aspects of a text; integration of visual information</p> <p>Science- scientific concepts or steps in technical procedures in a text; use of secondary source; theme; central ideas; textual evidence; analysis of structure; integration of quantitative or technical information; distinctions among facts;</p> <p>Latin- suffixes, affixes, roots</p> <p>Greek- affixes, roots</p>
Core Instructional and Supplemental Materials	<p>Core Instruction: Reading Street Series, Wonders Series, Collections Series, Novels</p> <p>Supplemental: picture books, fictional and non-fictional books, videos</p>
Modifications/Accommodations	ELL: leveled novels; ELL series workbook; dictionary; small group instruction

English/Language Arts Curriculum

Warren Hills Cluster Curriculum

	Special Education: leveled novels; small group instruction G&T: enrichment activities; small group instruction; leveled novels
--	---