

# Grade 6 ELA



## Priority Standards and Instructional Units

## Unit 1: Argument

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Priority Standard</b>
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	<b>Priority Standard</b>
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.	<b>Priority Standard</b>
RI.6.10 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	Supporting Standard
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	<b>Priority Standard</b>
W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly	<b>Priority Standard</b>
W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>Priority Standard</b>
W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>Priority Standard</b>
W.6.1.d Establish and maintain a formal style.	<b>Priority Standard</b>
W.6.1.e Provide a concluding statement or section that follows from the argument presented.	<b>Priority Standard</b>
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.6.1 - W.6.3.)	Supporting Standard
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. (Editing for conventions should demonstrate command of L.6.1-L.6.3.)	Supporting Standard
W.6.6 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.	Supporting Standard
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Supporting Standard
W.6.9.a 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”).	Supporting Standard
W.6.9.b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Supporting Standard

W.6.10 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.	Supporting Standard
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.	Supporting Standard
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Priority Standard</b>
L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	<b>Priority Standard</b>
L.6.2.b Spell correctly.	<b>Priority Standard</b>
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.	Supporting Standard

## Unit 2: Inform

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.	<b>Priority Standard</b>
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).	Supporting Standard
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>Priority Standard</b>
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 the ideas.	<b>Priority Standard</b>
RI.6.10 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	Supporting Standard
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.	<b>Priority Standard</b>
W.6.2.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>Priority Standard</b>
W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>Priority Standard</b>
W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>Priority Standard</b>
W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Priority Standard</b>
W.6.2.e Establish and maintain a formal style.	<b>Priority Standard</b>
W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.	<b>Priority Standard</b>
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.6.1 - W.6.3.)	Supporting Standard
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. (Editing for conventions should demonstrate command of L.6.1-L.6.3.)	Supporting Standard
W.6.6 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.	Supporting Standard

W.6.10 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.	Supporting Standard
SL.6.2 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.	Supporting Standard
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Priority Standard</b>
L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>Priority Standard</b>
L.6.1.b Use intensive pronouns (e.g., myself, ourselves).	<b>Priority Standard</b>
L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.*	<b>Priority Standard</b>
L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	<b>Priority Standard</b>
L.6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	<b>Priority Standard</b>
L.6.4 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.	Supporting Standard
L.6.4.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.	Supporting Standard
L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Supporting Standard
L.6.4.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.	Supporting Standard
L.6.4.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).	Supporting Standard
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.	Supporting Standard

## Unit 3: Narrative

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Priority Standard</b>
RL.6.2 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.	<b>Priority Standard</b>
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.	<b>Priority Standard</b>
RL.6.4 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.	Supporting Standard
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.	Supporting Standard
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Supporting Standard
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.	Supporting Standard
RL.6.9 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	Supporting Standard
RL.6.10 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.	Supporting Standard
RI.6.10 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	Supporting Standard
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>Priority Standard</b>
W.6.3.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>Priority Standard</b>
W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>Priority Standard</b>
W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>Priority Standard</b>
W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	<b>Priority Standard</b>

W.6.3.e Provide a conclusion that follows from the narrated experiences or events.	<b>Priority Standard</b>
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.6.1 - W.6.3.)	Supporting Standard
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. (Editing for conventions should demonstrate command of L.6.1-L.6.3.)	Supporting Standard
W.6.6 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.	Supporting Standard
W.6.10 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.	Supporting Standard
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Priority Standard</b>
L.6.5.a Interpret figures of speech (e.g., personification) in context.	<b>Priority Standard</b>
L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>Priority Standard</b>
L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stringy, scrimping, economical, unwasteful, thrifty).	<b>Priority Standard</b>
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.	Supporting Standard

## Unit 4: Argument

RI.6.7 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	Supporting Standard
RI.6.9 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).	<b>Priority Standard</b>
RI.6.10 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	Supporting Standard
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.6.1 - W.6.3.)	Supporting Standard
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. (Editing for conventions should demonstrate command of L.6.1-L.6.3.)	Supporting Standard
W.6.6 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.	Supporting Standard
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Supporting Standard
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.	<b>Priority Standard</b>
W.6.10 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.	Supporting Standard
SL.6.1 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.	<b>Priority Standard</b>
SL.6.1.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>Priority Standard</b>
SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<b>Priority Standard</b>
SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<b>Priority Standard</b>
SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing	<b>Priority Standard</b>
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	<b>Priority Standard</b>



SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Supporting Standard
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See L.6.1-L6.3 for specific expectations.)	Supporting Standard
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Supporting Standard
L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.*	Supporting Standard
L.6.3.b Maintain consistency in style and tone.*	Supporting Standard
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.	Supporting Standard