



# Grade 6

## Common Core Adoption Process

(Unpacked Standards)



# Grade 6

## Reading: Literature

# Common Core Adoption Process

## RL.6.1

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

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• Why did the author write this?</li><li>• What conclusions can you make after reading this selection?</li><li>• Why do you think that? Can you give specific examples from the text that support your thinking?</li><li>• Where in the text does the author say that?</li><li>• How might you summarize this story?</li><li>• What inferences can you make about_____?</li></ul>															
<ul style="list-style-type: none"><li>• Students identify details and examples in text.</li><li>• After reading a text, students write complete responses to comprehension questions.</li><li>• Students will comprehend what a text says explicitly.</li></ul>	<ul style="list-style-type: none"><li>• Students will recognize evidence that supports a claim made from a text.</li><li>• Students cite specific examples and details to support inferences.</li><li>• Students use the author’s words to support inferences.</li></ul>																
<b>Vocabulary:</b> <table><tr><td>Refer</td><td>Explain</td><td>Example</td><td>Details</td><td>Cite</td></tr><tr><td>Infer</td><td>Explicit</td><td>Text</td><td>Drawing Inferences</td><td>Credit</td></tr><tr><td>Author’s Purpose</td><td>Support</td><td>Specific</td><td>Plagiarism</td><td>Inference</td></tr></table>			Refer	Explain	Example	Details	Cite	Infer	Explicit	Text	Drawing Inferences	Credit	Author’s Purpose	Support	Specific	Plagiarism	Inference
Refer	Explain	Example	Details	Cite													
Infer	Explicit	Text	Drawing Inferences	Credit													
Author’s Purpose	Support	Specific	Plagiarism	Inference													

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students will understand and identify universal themes in literature such as:<ul style="list-style-type: none"><li>Good vs. Evil</li><li>Love &amp; Friendship</li><li>Coming Of Age</li><li>Man vs. Nature</li><li>Journey (Quest)</li></ul></li><li>Students will summarize literature.</li><li>Students will summarize a text refraining from using personal opinions.</li></ul>	<ul style="list-style-type: none"><li>Students will analyze themes within different pieces of literature.</li><li>Students will cite textual evidence to explain the overall theme.</li><li>Students will analyze how a theme is conveyed using textual evidence.</li></ul>		<ul style="list-style-type: none"><li>What is the main idea of ____?</li><li>What is the theme of the story?</li><li>How do the character’s actions help support the theme?</li><li>Can you summarize what has happened so far?</li><li>What evidence supports the main idea?</li></ul>
<b>Vocabulary:</b>			
Determine	Theme	Message	Cite Textual Evidence
Drama	Text	Supporting Details	Universal
Details	Summarize	Analyze	Literature
Judgments	Opinion		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend		Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		<ul style="list-style-type: none"><li>• Use specific details to describe a character in the story.</li><li>• Describe what happened in the story when ____.</li><li>• What words does the author use to describe a specific character?</li><li>• Summarize the story.</li><li>• Describe how ____ changed throughout the story.</li><li>• Did the setting affect the story?</li></ul>
<ul style="list-style-type: none"><li>• Students identify and describe characters from a story.</li><li>• Students identify the setting of a story or drama.</li><li>• Students describe the sequence of events of a story or drama.</li><li>• Students provide specific details when summarizing the plot of a story.</li><li>• Students explain how a plot unfolds.</li></ul>		<ul style="list-style-type: none"><li>• Students evaluate how a character changes throughout the story.</li><li>• Students analyze the text in order to cite specific examples explaining how characters develop.</li><li>• Students compare how the protagonist changes with how the antagonist changes.</li></ul>		
<b>Vocabulary:</b>				
Setting		Problem	Resolution	Episode
Rising Action		Conflict	Plot	Analyze
Climax		Falling Action	Drama	Protagonist
				Context Clues
				Antagonist

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend		Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		<ul style="list-style-type: none"><li>• Can you read around the word in order to determine what it means?</li><li>• What do you think the author meant by that phrase?</li><li>• What strategies do you have that will help you determine what that means?</li><li>• How does that word impact what is being said?</li></ul>
<ul style="list-style-type: none"><li>• Students use definitions, examples, and/or restatements to determine the meaning of unknown words or phrases in a text.</li><li>• Students understand the meaning of figurative and connotative language.</li></ul>		<ul style="list-style-type: none"><li>• Students will apply context clues to determine the meaning of unknown words or phrases in a text.</li><li>• Students will apply knowledge of text features (ex: footnotes &amp; glossary) and digital media in order to determine the meaning of unknown words.</li><li>• Students will hypothesize how a word choice affects the tone of a text.</li></ul>		
Vocabulary				
Figurative	Phrases	Text Features	Restate	Draw Conclusions
Allude	Text	Context Clues	Define	Digital Media
Significant	Connotative	Glossary	Character Traits	

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will be able to retell a story's plot.</li> <li>Students will arrange a story's events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyze the importance of a particular sentence, chapter, scene or stanza.</li> <li>Students will evaluate a portion of text and describe how the plot would be different if it were missing?</li> </ul>	<ul style="list-style-type: none"> <li>How does this portion of text develop the setting?</li> <li>How does this portion of the text contribute to the overall theme?</li> <li>How does this portion of the text contribute to the overall plot?</li> </ul>
<b>Vocabulary:</b> <div> <div>Scene</div> <div>Setting</div> </div> <div> <div>Stanza</div> <div>Plot</div> </div> <div>Text Structure</div> <div>Contributes</div> <div>Theme</div>		

## Common Core Adoption Process

### RL.6.6

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

What do students need to be able to <u>DO</u> ?		Question Stems																
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• Is the story written in the first or third person? How do you know?</li><li>• Who is narrating the story?</li><li>• Explain how the narrator’s perspective is different in the stories we read.</li><li>• How does the narrator’s point of view change or influence the actions in the story?</li><li>• How might the story have changed if there had been a different narrator?</li></ul>																
<ul style="list-style-type: none"><li>• Students will understand the point of view.</li><li>• Students will determine the narrator of a text.</li><li>• Students understand that a character’s role in a story impacts how they tell the story.</li><li>• Students identify first person point of view by the words “I” or “we”.</li><li>• Students will be able to identify third person narration.</li></ul>	<ul style="list-style-type: none"><li>• Students will compare and contrast the narrator’s point of view within multiple texts.</li><li>• Students will analyze texts in order to determine the ways in which the author’s point of view affected the story.</li></ul>																	
<b>Vocabulary:</b> <table><tr><td>Point of view</td><td>1<sup>st</sup> person perspective</td><td>2<sup>nd</sup> person perspective</td><td>3<sup>rd</sup> person perspective</td></tr><tr><td>2<sup>nd</sup> hand account</td><td>1<sup>st</sup> hand account Narrator</td><td>Compare</td><td>Similarities</td></tr><tr><td>Narrate</td><td>Selection</td><td>Contrast</td><td>Perspective</td></tr><tr><td>Differences</td><td></td><td></td><td></td></tr></table>			Point of view	1 <sup>st</sup> person perspective	2 <sup>nd</sup> person perspective	3 <sup>rd</sup> person perspective	2 <sup>nd</sup> hand account	1 <sup>st</sup> hand account Narrator	Compare	Similarities	Narrate	Selection	Contrast	Perspective	Differences			
Point of view	1 <sup>st</sup> person perspective	2 <sup>nd</sup> person perspective	3 <sup>rd</sup> person perspective															
2 <sup>nd</sup> hand account	1 <sup>st</sup> hand account Narrator	Compare	Similarities															
Narrate	Selection	Contrast	Perspective															
Differences																		



## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students read and understand the main ideas of the story/drama/poem.</li> <li>Students understand that the presentation of a story changes the way in which it is received by the audience.</li> <li>Students understand that there are often great differences between the way story was written and the way the story is told when presented in another media.</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze the text of a story/drama/poem and be able to compare its similarities with specific details from the text.</li> <li>Students compare and contrast a story/drama/poem with the visual presentation of the text (movie, video, audio, drama).</li> <li>Students compare and contrast the text of a story with an oral presentation and find where it relates to specific descriptions in the text.</li> <li>Students analyze multiple presentations of texts (ex: digital, print, oral, etc.) in order to determine which was the most effective.</li> </ul>	<ul style="list-style-type: none"> <li>In what ways are the story and the visual presentation (picture, drawing, video) the same?</li> <li>In what ways are the story and the oral presentation (speech, recording) the same?</li> <li>In what ways does the drawing/visual show that the author is saying?</li> <li>Does the visual/oral presentation accurately reflect the story?</li> <li>What part of the story is represented by the oral or visual presentation?</li> </ul>
<b>Vocabulary:</b> <div> <div>Compare Contrast</div> <div>Oral Drama</div> <div>Describe Analyze</div> <div>Multimedia Presentation</div> <div>Version Visual</div> <div>Specific Illustration</div> </div>		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the concept of theme.</li> <li>Students identify story elements.</li> <li>Students sequence events and find patterns.</li> <li>Students understand the text features of stories in different genres.</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>Students evaluate texts in order to make connections to previously read (or viewed) stories.</li> </ul>	<ul style="list-style-type: none"> <li>What is the main idea of this story?</li> <li>What is the theme of this story?</li> <li>In what ways is this theme similar to other stories that we have read?</li> <li>Can you find any patterns in the events of this story and other stories that we have read?</li> <li>Are the events of this text different from other stories that we have read? How?</li> </ul>
<b>Vocabulary:</b> <div> <div>Compare</div> <div>Contrast</div> </div> <div> <div>Events</div> <div>Similar</div> </div> <div> <div>Culture</div> <div>Patterns</div> </div> <div> <div>Genre</div> <div>Story</div> </div> <div> <div>Story Elements</div> <div>Literature</div> </div>		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend		Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		<ul style="list-style-type: none"><li>• What literature have you read independently?</li><li>• What genres do you enjoy reading the most? Why?</li><li>• Do you have a favorite author? Why?</li><li>• Do you believe that you are ready to move to the next reading level?</li><li>• Which graphic organizer might help you summarize this text?</li><li>• What reading goals do you have for yourself?</li></ul>
<ul style="list-style-type: none"><li>• Students select books at the appropriate grade levels.</li><li>• Students understand that the genres of literature are appreciated by many.</li><li>• Students use media (audio, computer) to help with their comprehension with books that are slightly above the current reading level.</li><li>• Students become motivated to read outside of the classroom.</li><li>• Students monitor their reading done throughout the school year.</li><li>• Students are familiar with multiple reading strategies.</li></ul>		<ul style="list-style-type: none"><li>• Students differentiate between various genres.</li><li>• Students evaluate text forms and features within genres.</li><li>• Students apply reading strategies in order to self-monitor their own comprehension.</li></ul>		
<b>Vocabulary:</b>				
Independent Reading	Range	Proficient	Accuracy	Level
Genres	Stories	Complexity	Monitor	Poetry
Literature	Drama	Comprehension	Check for Understanding	Fluency
Self-Monitoring	Motivated	Graphic Organizer		



# Grade 6

## Reading: Informational Texts

## Common Core Adoption Process

### RI.6.1

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will be able to identify where in the text the answer is given</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Student be able to interpret specific details within text and evaluate how the details and their prior knowledge allows them to make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Where does it say that?</li> <li>What do you know that makes you infer that?</li> </ul>
<b>Vocabulary:</b> Identify                      Infer/ Inference                      Apply                      Prior Knowledge Textual Evidence                      Analyze		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Student will be able to identify where details are in the text that support central ideas.</li> <li>Students will be able to summarize important events from the text.</li> <li>Students will be able to distinguish the difference between fact, opinions or personal judgments.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyze details from the text to support the central idea.</li> <li>Students will be able to evaluate the details of the text to determine most important events.</li> </ul>	<ul style="list-style-type: none"> <li>What is the central idea of the text?</li> <li>How do you know what the central idea is?</li> <li>What details from the text support that central idea?</li> <li>Summarize the most important things that happened in the text?</li> </ul>
<b>Vocabulary:</b> <div> Identify Theme Support Opinions Summarize Judgments Synthesize Fact Evaluate </div>		

## Common Core Adoption Process

### RI.6.3

Analyze in details how a key individual, event, or idea is introduced, illustrated and elaborated in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will be able to identify where in the text the character, event or idea is introduced.</li> <li>Students will be able to identify where in the text the character, event or idea is illustrated (creates a picture in your mind).</li> <li>Students will be able to identify where in the text the character, event or idea is elaborated.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to analyze the character's actions, words, feelings, and their thoughts to learn more about the character.</li> <li>Students will be able to create a drawing to depict the mental image the text created in their mind.</li> </ul>	<ul style="list-style-type: none"> <li>How is a character first introduced in the text?</li> <li>Where in the text do you learn about the character, event or idea?</li> <li>How do you learn more about a character from looking at their actions, words and feelings?</li> <li>Why does the author choose to introduce events, idea and individuals at this point in the text?</li> <li>How does the author develop an individual, event or idea in the text?</li> </ul>
<b>Vocabulary:</b> <div> Elaborate Individual Illustrate Character Introduce Mental Image Analyze </div>		

## Common Core Adoption Process

### RI.6.4

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will be able to identify and interpret connotative meanings of words in a text.</li> <li>Students will be able to identify and interpret the meaning of figurative language in a text.</li> <li>Students will be able to identify and interpret technical language in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to make inferences in a text to determine word meaning.</li> </ul>	<ul style="list-style-type: none"> <li>What does the word mean in this sentence?</li> <li>Which synonyms can be used to replace the underlined part without changing the meaning of the sentence?</li> <li>Is the word meaning figurative or literal?</li> </ul>
<b>Vocabulary:</b> <div> Connotative Synonyms </div> <div> Figurative Literal </div> <div> Technical </div> <div> Interpret </div> <div> Inferences </div>		



## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)		
Know, Remember, Understand, & Comprehend		Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students will be able to understand the purpose of specific text features ( e.g., graphics, headers, captions)</li><li>Students will be able to understand the purpose of the text features and how they contribute to their comprehension of the text.</li></ul>		<ul style="list-style-type: none"><li>Students will be able to analyze text structure.</li><li>Students will be able to analyze how a section of text develops the author’s ideas.</li></ul>		
<b>Vocabulary:</b>				
Text feature	Main Idea	Central Idea	Comprehension	Author’s Ideas
Analyze	Text Structure	Development	Subheading	Heading
Bold Font	Table	Caption	Graph	Graphics
Diagram				

## Common Core Adoption Process

### RI.6.6

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will be able to identify the author's point of view.</li> <li>Students will be able to identify the author's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to connect how the point of view and purpose is developed and conveyed.</li> <li>Students will be able to support the author's point of view with details and examples from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Why did the author write this?</li> <li>How did the author's point of view affect your interpretation of the text?</li> <li>How does the author's word choice develop the point of view?</li> </ul>
<b>Vocabulary:</b> <div> Author's Point of View  Word Choice </div> <div> Author's Purpose </div> <div> Conveyed </div> <div> Interpretation </div>		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Student will be able to different forms of media.</li> <li>Student will be able to summarize their understanding of a topic or issue from individual sources.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to compare information from different media sources.</li> <li>Student will be able to pull information from various sources and connect their learning of a topic or issue.</li> </ul>	<ul style="list-style-type: none"> <li>What understanding did you develop from the different sources?</li> <li>Explain which format explains the topic or issue best.</li> </ul>
<b>Vocabulary:</b> <div> Media Format Summarize Compare Sources Connect Topic/Issue </div>		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will be able to understand how arguments and claims are supported.</li> <li>Students will be able to see how arguments and claims are developed.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to evaluate arguments and claims and state if they are supported by the text.</li> <li>Students will be able to distinguish if arguments and claims are valid or invalid based upon text evidence.</li> </ul>	<ul style="list-style-type: none"> <li>What is the argument presented in the text?</li> <li>How is the argument presented and supported in the text?</li> <li>Is the claim presented in the text valid? Why or why not?</li> <li>Which claims presented in the text are the most persuasive?</li> </ul>
<b>Vocabulary:</b> <div> <div>Argument</div> <div>Distinguished</div> </div> <div> <div>Claim</div> <div>Invalid</div> </div> <div> <div>Support</div> <div>Valid</div> </div> <div> <div>Developed</div> <div>Evidence</div> </div> <div> <div>Evaluate</div> </div>		

## Common Core Adoption Process

### 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).

What do students need to be able to <u>DO</u> ?		Question Stems												
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• What is the same about the two events from both texts?</li><li>• What is different about the two events from the text?</li><li>• Which author’s approach do you prefer and why?</li><li>• Would this author have a reason to mislead the audience? Why or why not?</li><li>• What is the author’s motivation in sharing this story?</li></ul>												
<ul style="list-style-type: none"><li>• Students will read multiple accounts of the same event.</li><li>• Students will summarize multiple texts on the same topic.</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to compare and contrast different author’s presentations of the same event and/or topic.</li><li>• Students will analyze multiple accounts of the same event and/or topic in order to determine which account is the most reliable and why.</li><li>• The students will be able to synthesize an opinion about which author’s presentation of events they prefer.</li></ul>													
<b>Vocabulary:</b> <table><tr><td>Comparison</td><td>Similarities</td><td>Contrast</td><td>Differences</td></tr><tr><td>Presentation</td><td>Point Of View</td><td>Perspective</td><td>Synthesize</td></tr><tr><td>Genre</td><td>Event</td><td>Reliable</td><td></td></tr></table>			Comparison	Similarities	Contrast	Differences	Presentation	Point Of View	Perspective	Synthesize	Genre	Event	Reliable	
Comparison	Similarities	Contrast	Differences											
Presentation	Point Of View	Perspective	Synthesize											
Genre	Event	Reliable												

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students will be able to read different forms of literary nonfiction.</li> <li>Students will be able to demonstrate comprehension of different forms of literary text.</li> <li>Students will be able to independently read and comprehend complex text.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create graphic organizers to monitor their comprehension of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Are you pushing yourself to read text that is beyond your comfort level?</li> <li>What text are you reading on your own?</li> <li>What nonfiction texts have you read lately?</li> <li>Have you found an author you enjoy and have you read multiple texts by that author?</li> <li>Can you summarize the main idea of the text?</li> <li>How does this book's level compare to your personal reading RIT score ( too hard, easy)?</li> </ul>
<b>Vocabulary:</b> <div> Literary Summarize Nonfiction Reading Strategies Complex Fiction Graphic Organizers </div>		



# Grade 6

## Writing

# Common Core Adoption Process

## W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

### A.

Introduce claim(s) and organize the reasons and evidence clearly.

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>What do good writers do?</li><li>What is your purpose?</li><li>Who is your audience?</li><li>What are your reasons for having that opinion?</li><li>Reread your first sentence; does it clearly state your opinion?</li><li>How do you capture the interest of your audience in the first paragraph?</li></ul>																				
<ul style="list-style-type: none"><li>Students will determine and voice their opinion or point of view on topic or text.</li><li>Students will understand organizational structure (Introduction, body, conclusion).</li><li>Students will understand that opinions must be supported by specific reasons.</li></ul>	<ul style="list-style-type: none"><li>Students will create an organizational structure for their writing wherein they begin with a strong topic sentence that clearly states their opinion.</li><li>Students will develop relevant evidence that support their claim.</li><li>Students will develop a logical argument by first stating their opinion and then backing it up with specific reasons.</li></ul>																					
<b>Vocabulary:</b> <table><tr><td>Opinion</td><td>Argument</td><td>Writing Process</td><td>6 Traits of Writing</td><td>Writer's</td></tr><tr><td>Point of View</td><td>Perspective</td><td>Ideas</td><td>Support</td><td>Topic Sentence</td></tr><tr><td>Linking Words</td><td>Introduction</td><td>Conclusion</td><td>Voice</td><td>Specific</td></tr><tr><td>Logical</td><td>Sentence Fluency</td><td>Organization</td><td>Word Choice</td><td>Purpose</td></tr></table>			Opinion	Argument	Writing Process	6 Traits of Writing	Writer's	Point of View	Perspective	Ideas	Support	Topic Sentence	Linking Words	Introduction	Conclusion	Voice	Specific	Logical	Sentence Fluency	Organization	Word Choice	Purpose
Opinion	Argument	Writing Process	6 Traits of Writing	Writer's																		
Point of View	Perspective	Ideas	Support	Topic Sentence																		
Linking Words	Introduction	Conclusion	Voice	Specific																		
Logical	Sentence Fluency	Organization	Word Choice	Purpose																		



# Common Core Adoption Process

## W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

### B.

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend		Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		<ul style="list-style-type: none"><li>• What do good writers do?</li><li>• What is my purpose and how do I develop it?</li><li>• What are my reasons for writing about this?</li><li>• How will I support my opinion?</li><li>• Which facts and details will I include to support my opinion?</li><li>• Did you state your opinion?</li><li>• How did you support your opinion?</li><li>• Why do you feel that way?</li><li>• How can you convince others that you are correct?</li></ul>
<ul style="list-style-type: none"><li>• Students will understand that opinions must be supported by reasons.</li><li>• Students understand an opinion is a basis for an argument.</li></ul>		<ul style="list-style-type: none"><li>• Students develop a logical argument by developing and clearly explaining the reasons behind their opinion.</li><li>• Students develop relevant evidence to support their claim.</li><li>• Students evaluate sources to determine credibility.</li></ul>		
<b>Vocabulary:</b>				
Opinion	Argument	Writing Process	6 Traits of Writing	Writer's Purpose
Point of View	Perspective	Ideas	Support	Topic Sentence
Linking Words	Introduction	Conclusion	Voice	Specific
Logical	Sentence Fluency	Organization	Word Choice	

# Common Core Adoption Process

## W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

## C.

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

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none"><li>What other transitional words and phrases can I use in my writing?</li><li>Do your transitional phrases link your opinions?</li><li>Do you clearly connect the reasons with your opinion?</li><li>Is your writing easy to follow?</li></ul>
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students understand that linking words help connect reasons to the opinion in a logical fashion.</li><li>Student is able to identify and list linking words and phrases, including the following: because, therefore, since, for example, &amp; as you can see.</li></ul>	<ul style="list-style-type: none"><li>Students will apply their knowledge of linking words and their purpose in order to organize their writing in a logical fashion.</li></ul>		
<b>Vocabulary:</b>			
Opinion	Argument	Writing Process	6 Traits of Writing
Point of View	Perspective	Ideas	Support
Linking Words	Introduction	Conclusion	Voice
Logical	Sentence Fluency	Organization	Word Choice

# Common Core Adoption Process

## W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

## D.

Establish and maintain a formal style.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students avoid using contractions and slang</li> <li>Students avoid using abbreviations</li> <li>Students maintain a serious tone</li> <li>Students will use proper punctuation and capitalization.</li> <li>Students avoid using first and second person pronouns (I, you, we, and me).</li> <li>Students' sentence structure tends to be varied and includes lengthy and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Students will distinguish formal writing from informal writing.</li> <li>Students will construct their writing using a formal writing style.</li> <li>Students will cite their sources in a proper format.</li> </ul>	<ul style="list-style-type: none"> <li>Does my writing contain slang?</li> <li>Does my writing contain contractions?</li> <li>Does my writing have a serious tone?</li> <li>Does my writing use proper punctuation and capitalization?</li> <li>Do my sentences vary in length?</li> </ul>
<b>Vocabulary:</b> <div> <div>Complex Sentence</div> <div>contractions</div> <div>format</div> </div> <div> <div>Simple sentence</div> <div>formal</div> </div> <div> <div>pronouns</div> <div>informal</div> </div> <div> <div>1<sup>st</sup> person</div> <div>cite</div> </div> <div> <div>2<sup>nd</sup> person</div> <div>sources</div> </div>		

# Common Core Adoption Process

## W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

## E.

Provide a concluding statement or section that follows from the argument presented.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the basic format of an essay (introduction, body, &amp; conclusion).</li> <li>Students understand the importance of including a powerful conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Students write a conclusion that leaves the audience with a clear understanding of what their opinion is and why it is important to them.</li> <li>Students develop a logical argument by supporting their opinion with reasons and facts.</li> <li>Students create a conclusion that will compel the reader to agree with them.</li> </ul>	<ul style="list-style-type: none"> <li>Does your conclusion restate your opinion?</li> <li>Does your concluding statement represent your point of view?</li> <li>Is your conclusion passionate?</li> <li>Did you state your opinion?</li> <li>How did you support your opinion?</li> <li>Do you have a conclusion?</li> <li>Does your ending make the reader agree with you (or at least understand how important it is to you)?</li> </ul>
<b>Vocabulary:</b> <div> <div>Opinion</div> <div>Point of View</div> <div>Linking Words</div> <div>Logical</div> </div> <div> <div>Argument</div> <div>Perspective</div> <div>Introduction</div> <div>Sentence Fluency</div> </div> <div> <div>Writing Process</div> <div>Ideas</div> <div>Conclusion</div> <div>Organization</div> </div> <div> <div>6 Traits of Writing</div> <div>Support</div> <div>Voice</div> <div>Word Choice</div> </div> <div> <div>Compel</div> </div>		

# Common Core Adoption Process

## 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.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		<ul style="list-style-type: none"><li>• What do good writers do?</li><li>• What is my purpose and how do I develop it?</li><li>• Am I writing to inform or explain?</li><li>• What is my topic?</li><li>• Does your illustration help the reader understand the topic?</li><li>• What text structure is best for the information you will be presenting?</li><li>• Is there a graphic organizer that might help you plan your writing?</li><li>• What type of illustration could you add to make your finished product even better?</li></ul>
<ul style="list-style-type: none"><li>• Students select a topic and identify information (e.g., facts, definitions, details).</li><li>• Students understand basic text structures, including: cause/effect, problem/solution, &amp; sequence of events.</li><li>• Students will be able to use headings, graphics and multimedia when useful to help readers understand the topic.</li></ul>	<ul style="list-style-type: none"><li>• Students will apply their understanding of the writing process and the 6+1 Traits in order to write informative/explanatory texts.</li><li>• Students will find information, using multiple sources on a topic.</li><li>• Students will apply their understanding of text structure in order to organize their writing using title and headings.</li><li>• Students will create illustrations, including diagrams, maps, and graphs in order to enhance their writing.</li><li>• Students will include multi-media components to their writing.</li><li>• Students will enhance their writing through the application of domain-specific vocabulary.</li></ul>		
<b>Vocabulary:</b>			
Topic	Writing Process	6+1 Traits of Writing	Comprehension Aids
Inform	Explain	Examples	Details
Definitions	Illustration	Topic Sentences	Informative
Text Structure	Cause/Effect	Problem/Solution	Sequence of Events
Format	Heading	Multi-Media Components	Domain-Specific Vocabulary

## Common Core Adoption Process

### 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.

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

What do students need to be able to <u>DO</u> ?		Question Stems		
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• What facts, quotes, examples, and details will I use to support my writing?</li><li>• Are there illustrations or other media I can use as a source to make my text easier to understand?</li><li>• Does your bibliography include all of the materials you used for your essay?</li><li>• How did you avoid plagiarism?</li><li>• Is there another way you can say that?</li></ul>		
<ul style="list-style-type: none"><li>• Students select a topic and identify information (e.g., facts, definitions, details).</li><li>• Students organize their topic by grouping related information.</li><li>• Students know how to find information using multiple sources.</li><li>• Students understand that plagiarism refers to the word-for-word copying of another’s work, without crediting the source.</li><li>• Students paraphrase information.</li><li>• Students know how to cite sources.</li><li>• Students know how to create a bibliography.</li></ul>	<ul style="list-style-type: none"><li>• Students will analyze information from various sources in order to develop their topic.</li><li>• Students will apply the 6+1 Traits of writing as they create develop their informational / explanatory writing.</li><li>• Students fully explain the topic using facts, definitions, specific details, and quotes from a variety of sources.</li><li>• Students will reflect on what they have written and revise it in order to include the most applicable facts, definitions, and details.</li><li>• Students apply their understanding of plagiarism by citing sources and rephrasing information found within those other sources.</li></ul>			
<b>Vocabulary:</b>				
Linking words	Inform	Explain	Examples	Plagiarism
Topic Sentence	Definitions	6 +1 Traits	Informative Text	Explanatory
Bibliography	Writing Process	Concrete Details	Reflect	Quotations
Source	Credit			

# Common Core Adoption Process

## 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.

## C.

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

What do students need to be able to <u>DO</u> ?		Question Stems		
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• Is my writing purposely focused, detailed, organized, and sequenced in a way that clearly communicates my ideas to the reader?</li><li>• Did I use words and phrases that link my ideas?</li><li>• Reread your writing; are there any ideas that need to be linked together?</li><li>• Do you include compound and complex sentences?</li><li>• Are there any sentences that you could combine, in order to make your writing more interesting?</li><li>• Is your writing easy to follow?</li></ul>		
<ul style="list-style-type: none"><li>• Students will identify and recall linking words, such as the following: also, another, and, more, &amp; but.</li><li>• Students will know the purpose of linking words.</li></ul>	<ul style="list-style-type: none"><li>• Students apply their knowledge linking words/phrases to connect information within their own writing.</li><li>• Students create a logically organized response that is easy to understand and follow.</li></ul>			
<b>Vocabulary:</b>				
Linking Words	Inform	Explain	Examples	Complex Sentence
Topic Sentences	Definitions	Illustration	Writing Process	6+1 Traits
Word Choice	Sentence Fluency	Sentence Structure	Simple Sentence	Compound Sentence

## Common Core Adoption Process

### 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.

### D.

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

What do students need to be able to <u>DO</u> ?		Question Stems												
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• Did you include vocabulary specific to this topic?</li><li>• Am I using precise and specific language?</li><li>• Will your audience be able to determine the meaning of the vocabulary you used without using a dictionary?</li><li>• Did you fully explain what that means?</li><li>• How did you make sure that you were using the vocabulary correctly?</li><li>• Does your writing make sense when you read it aloud?</li></ul>												
<ul style="list-style-type: none"><li>• Students understand the importance of using vocabulary correctly.</li><li>• Students understand the concept of effective word choice.</li></ul>	<ul style="list-style-type: none"><li>• Students apply domain-specific vocabulary within their writing.</li><li>• Students apply their knowledge of word choice as they create their essay or response.</li></ul>													
<b>Vocabulary:</b> <table><tr><td>Domain-Specific Vocabulary</td><td>Inform</td><td>Explain</td><td>Precise Language</td></tr><tr><td>Topic Sentences</td><td>Definitions</td><td>Illustration</td><td>Details</td></tr><tr><td>Writing Process</td><td>6+1 Traits</td><td>Conclusion</td><td>Word Choice</td></tr></table>			Domain-Specific Vocabulary	Inform	Explain	Precise Language	Topic Sentences	Definitions	Illustration	Details	Writing Process	6+1 Traits	Conclusion	Word Choice
Domain-Specific Vocabulary	Inform	Explain	Precise Language											
Topic Sentences	Definitions	Illustration	Details											
Writing Process	6+1 Traits	Conclusion	Word Choice											



## Common Core Adoption Process

### 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.

### E.

Establish and maintain a formal style.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students avoid using contractions and slang</li> <li>Students avoid using abbreviations</li> <li>Students maintain a serious tone</li> <li>Students will use proper punctuation and capitalization.</li> <li>Students avoid using first and second person pronouns (I, you, we, and me).</li> <li>Students' sentence structure tends to be varied and includes lengthy and complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Students will distinguish formal writing from informal writing.</li> <li>Students will construct their writing using a formal writing style.</li> <li>Students will cite their sources in a proper format.</li> </ul>	<ul style="list-style-type: none"> <li>Does my writing contain slang?</li> <li>Does my writing contain contractions?</li> <li>Does my writing have a serious tone?</li> <li>Does my writing use proper punctuation and capitalization?</li> <li>Do my sentences vary in length?</li> </ul>
<b>Vocabulary:</b> <div> <div>Complex Sentence</div> <div>contractions</div> <div>format</div> </div> <div> <div>Simple sentence</div> <div>formal</div> </div> <div> <div>pronouns</div> <div>informal</div> </div> <div> <div>1<sup>st</sup> person</div> <div>cite</div> </div> <div> <div>2<sup>nd</sup> person</div> <div>sources</div> </div>		

# Common Core Adoption Process

## 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.

## F.

Provide a concluding statement or section that follows from the information or explanation presented.

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend		Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		<ul style="list-style-type: none"><li>Does my conclusion make sense and relate to the rest of my writing?</li><li>Is my conclusion related and connected to the information or explanation presented?</li><li>Read your writing aloud; does it sound exactly as you want it to?</li></ul>	
<ul style="list-style-type: none"><li>Students understand the basic format of an essay (introduction, body, &amp; conclusion).</li><li>Students understand the importance of including a powerful conclusion.</li></ul>		<ul style="list-style-type: none"><li>Students write a conclusion that leaves the audience with a clear understanding of why this topic is important.</li></ul>			
<b>Vocabulary:</b>					
Linking Words		Inform	Explain	Examples	Details
Topic Sentences		Definitions	Illustration	Concluding Statement	
Writing Process		6+1 Traits	Conclusion		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems	
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• What is the message of your story?</li><li>• What do you want readers to remember about your narrative?</li><li>• From which point of view are you telling this? Why?</li><li>• When will the audience meet the narrator?</li><li>• How are you going to engage the reader and establish the context of your writing?</li><li>• Which graphic organizer might help you organize your writing?</li><li>• Does your narrative have a clear beginning, middle, and end?</li><li>• What details might you add to give the reader a better image of that character/scene?</li></ul>	
<ul style="list-style-type: none"><li>• Students understand how to plan and/or prewrite a narrative.</li><li>• Students create a logical plan of events.</li><li>• Students understand the Writing Process.</li><li>• Students understand the 6+1 Traits of Writing.</li></ul>	<ul style="list-style-type: none"><li>• Students write a narrative piece that tells a complete story with a clear beginning, middle, and end.</li><li>• Students introduce the narrator and characters to the audience in the beginning of the story.</li><li>• Students revise their plot to make sure it makes sense.</li><li>• Students apply the 6+1 Traits of Writing in order to improve their story.</li></ul>		
<b>Vocabulary:</b>			
Narrative	Effective Technique	Relevant Details	Event Sequences
Narrator	Point-Of-View	Sequence of Events	6 + 1 Traits of Writing
Organization	Ideas	Voice	Conventions
Sentence Fluency	Word Choice	Writing Process	

## Common Core Adoption Process

### 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.

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the ways in which authors use dialogue to develop plot and characters.</li> <li>Students understand the way in which authors use description to create mental images for the reader.</li> <li>Students know how to properly punctuate dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Students use dialogue to develop plot and characters.</li> <li>Students use description to create mental images for the reader.</li> <li>Students develop experience, events, and characters.</li> <li>Students self-edit, analyzing and improving their use of dialogue, pacing, and descriptions.</li> <li>Students analyze their writing in order to ensure they have developed the experiences, events, and characters within their narrative piece.</li> </ul>	<ul style="list-style-type: none"> <li>Name the first event that leads to the unfolding of the story.</li> <li>What dialogue might you include to help this scene unfold more naturally?</li> <li>How might you describe this character so that the reader understands exactly who he/she is?</li> <li>Why is this part of the story important?</li> </ul>
<b>Vocabulary:</b> <div> <div>Narrative Narrative Techniques</div> <div>Effective Technique Dialogue</div> <div>Relevant Details Pacing</div> <div>Event Sequences</div> </div>		

## Common Core Adoption Process

### W.6.3

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

### C.

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

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none"><li>• What transition words and phrases did you use to help organize the events in your story?</li><li>• What transition words might you add to make your story easier to follow?</li><li>• Edit your paper specifically for word choice.</li><li>• How many times did you use the same transition word or phrase? What might you replace that with?</li></ul>
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>• Students understand that transitional words and phrases guide the reader through the story (or text).</li><li>• Students know many transitional words and phrases.</li></ul>	<ul style="list-style-type: none"><li>• Students apply their knowledge of transitional words and phrases as they write narratives.</li><li>• Students use transitions to show relationships between experiences and events.</li><li>• Students self-edit their writing, analyzing and revising the use of transitional words and phrases.</li></ul>		
<b>Vocabulary:</b>			
Narrative	Effective Technique	Relevant Details	Event Sequences
Narrative Techniques	Dialogue	Pacing	Transition Words
Clause	Convey	Sequence	Word Choice

# Common Core Adoption Process

## W.6.3

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

### D.

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand that they should choose words and write descriptions in such a way as to appeal to the audience's senses.</li> <li>Students understand word choice.</li> <li>Students know how to use a digital and/or print thesaurus to improve their word choice.</li> </ul>	<ul style="list-style-type: none"> <li>Students use words that generate rich and specific detail that conveys action when writing narratives.</li> <li>Students use words that generate sensory details and emotions that convey experiences and events being portrayed when writing narratives.</li> <li>Students self-edit their writing, specifically focusing on the way in which their ideas were described.</li> </ul>	<ul style="list-style-type: none"> <li>What details might you add to improve this description?</li> <li>Look at this particular scene. Explain what the characters would think, feel, hear, see, and/or taste.</li> <li>Does your description help the reader to "see" what you want them to see?</li> <li>Choose one character in your story and fully describe him/her to the audience.</li> <li>Edit your writing in order to improve your descriptions.</li> <li>Does this description contain unnecessary information?</li> <li>What can you delete in order to make the story flow better?</li> </ul>
<b>Vocabulary:</b> <div> <div>Narrative</div> <div>Precise</div> <div>Ideas</div> </div> <div> <div>Effective Technique</div> <div>Sensory Language</div> <div>Self-Edit</div> </div> <div> <div>Relevant Details</div> <div>Convey</div> </div> <div> <div>Event Sequences</div> <div>Word Choice</div> </div>		

## Common Core Adoption Process

### W.6.3

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

### E.

Provide a conclusion that follows from the narrated experiences or events.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students know the purpose of a conclusion</li> <li>Students understand that the ending of their story needs to make sense.</li> <li>Students understand that the ending of their story needs to fit with what they have created thus far and follow logically.</li> </ul>	<ul style="list-style-type: none"> <li>Students create a logical ending that is a sensible, satisfying conclusion to the events in the story.</li> <li>Students self-edit their writing in order to determine if the ending is logical and well written.</li> </ul>	<ul style="list-style-type: none"> <li>How does the ending of my story logically close the events that happen in the story?</li> <li>Would readers of my story be satisfied with this ending?</li> <li>Does the ending relate to the experiences in the story?</li> <li>Are there any loose ends left in the story that need to be wrapped up for the reader?</li> <li>Do all of your events and details move the reader towards the ending?</li> <li>Are there any unnecessary details you could remove?</li> </ul>
<b>Vocabulary:</b> <div> <div>Narrative Organization</div> <div>Effective Technique Sensory Language</div> <div>Relevant Details Convey</div> <div>Event Sequences Word Choice</div> </div>		

## Common Core Adoption Process

### W.6.4

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the purpose of writing.</li> <li>Students organize ideas, concepts, and information before writing.</li> <li>Students state their topic in a well-constructed thesis.</li> <li>Students write well-constructed paragraphs.</li> <li>Students write strong conclusions that support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop complete responses to prompts.</li> <li>Students create writings that are organized and coherent.</li> <li>Students select the most appropriate style for their writing, given the task.</li> <li>Students evaluate their writing piece to determine what revisions need to be made.</li> </ul>	<ul style="list-style-type: none"> <li>Which graphic organizer might you use to help you plan and/or organize your writing?</li> <li>What would you need to change if your audience was suddenly a group of ____?</li> <li>If someone reads your introduction, is it clear what your position or answer is?</li> <li>How is technical writing different from storytelling?</li> </ul>
<b>Vocabulary:</b> <div> Coherent Style 6 Traits of Writing Purpose Development Audience Organization Revision </div>		



## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend		Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		<ul style="list-style-type: none"><li>What would be the best thesis?</li><li>What sentence could best conclude this selection?</li><li>What could be left out without changing the meaning of this selection?</li><li>What might be the best title for this selection?</li></ul>	
<ul style="list-style-type: none"><li>Students understand each stage of the writing process.</li><li>Students follow the writing process for all major writing projects (prewrite, draft, edit, revise).</li><li>Students understand the 6+1 Writing Traits (ex: Ideas, Voice, Word Choice, Organization, Sentence Fluency, Conventions + Presentation)</li></ul>		<ul style="list-style-type: none"><li>Students apply their understanding of the revision process when evaluating their own writing.</li><li>Students apply their understanding of the 6+1 Writing Traits when writing.</li><li>Students analyze feedback from peer editing and teacher-student writing conference to revise their writing.</li><li>Students evaluate the writing of peers and offer constructive feedback.</li></ul>			
<b>Vocabulary:</b>					
Editing		Organization	Planning	Revising	Rewriting
Writing Process		Writing Conference	6+1 Writing Traits	Ideas	Voice
Sentence Fluency		Word Choice	Organization	Conventions	Presentation
Constructive Feedback					

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students type with accuracy and speed.</li> <li>Students type at least three pages in one sitting.</li> <li>Students use publishing software, including Microsoft Word and Open Office.</li> <li>Students know how to blog and respond to the blog postings of other students.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their knowledge of publishing software when selecting the appropriate program to use for publishing their writing.</li> <li>Students interact with others using social media and/or distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>What sources might you use to strengthen your writing?</li> <li>What is the best format in which to publish your work?</li> <li>When responding to classmates' writing, please remember to include 2 positive observations and 1 suggestion for improvement.</li> <li>Reread your comment; is there a way to change your words so that the same message comes across, but in a nicer way?</li> </ul>
<b>Vocabulary:</b> <div> <div>Link</div> <div>Social Media</div> </div> <div> <div>Publish</div> <div>Blog</div> </div> <div> <div>Technology</div> </div> <div> <div>Collaborate</div> </div> <div> <div>Cite</div> </div>		

## Common Core Adoption Process

### W.6.7

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the difference between credible and non-credible sources.</li> <li>Students use search engines such as Google and Yahoo to locate quality information.</li> <li>Students understand the research process.</li> <li>Students know how to paraphrase information.</li> <li>Students know how to cite references.</li> <li>Students understand the purpose of a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Students create investigative questions.</li> <li>Students evaluate information from a variety of online and text-based sources in order to determine pertinent information.</li> <li>Students apply their understanding their understanding of sources in order to differentiate between credible and non-credible sources.</li> <li>Students engage in on-going analysis of acquired information, generating new questions as needed.</li> <li>Students synthesize and paraphrase information from a variety of sources in order to use that information in their own writing.</li> <li>Students create a bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>What key words could you use to find information about___?</li> <li>Given a list of several articles on a subject, which would you check on first?</li> <li>What questions does you essay/report answer?</li> <li>What is the best thesis for this essay?</li> <li>What is the correct way to cite this source?</li> <li>Which of these two sources is the most credible? Why do you think this?</li> </ul>
<b>Vocabulary:</b> <div> <div>Cite</div> <div>Synthesize</div> <div>Refocus</div> </div> <div> <div>Bibliography</div> <div>Credible Sources</div> <div>Paraphrase</div> </div> <div> <div>Internet Search</div> <div>Non-Credible Sources</div> <div>Plagiarism</div> </div> <div> <div>Key Word</div> <div>Research</div> </div>		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students differentiate between credible and non-credible sources.</li><li>Students understand how to locate quality sources using the Internet.</li><li>Students understand the research process.</li><li>Students understand the concept of plagiarism and how to avoid it.</li><li>Students paraphrase information in order to avoid plagiarism.</li><li>Students understand the rules for quoting sources.</li><li>Students keep track of each source used for a given paper.</li></ul>	<ul style="list-style-type: none"><li>Students evaluate information from a variety of online and text-based sources in order to determine pertinent information.</li><li>Students engage in on-going analysis of acquired information, generating new questions as needed to propel their research.</li><li>Students synthesize information from a variety of sources in order to use that information in their own writing.</li><li>Students analyze information from a variety of sources, drawing their own conclusions based on that information.</li></ul>		<ul style="list-style-type: none"><li>How do you know if the source is credible?</li><li>How do you know if information is accurate?</li><li>What format should be used when citing sources for your bibliography?</li><li>How do you cite a digital source?</li><li>How is a digital source cited differently than a print source?</li><li>What can you conclude from the data?</li></ul>
<b>Vocabulary:</b>			
Bibliography	Credibility	Citation	Digital source
Plagiarism	Quotation Marks	Quote	Relevant
Research	Source	Summarize	Paraphrase

# Common Core Adoption Process

## W.6.9

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

### 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”).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students differentiate between various genres of literature.</li> <li>Students know the difference between fiction and non-fiction.</li> <li>Students understand the connection between reading and writing.</li> <li>Students locate relevant details from literary texts.</li> <li>Compare and contrast fictional portrayals of events.</li> <li>Compare and contrast specific story elements from a variety of literature.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw evidence form literary texts to support answers and validate claims (cite textual evidence).</li> <li>Students analyze questions, create responses, and connect those responses back to literature read in class.</li> <li>Students compare and contrast texts in different genres in order to discuss their similarities and differences.</li> <li>Students analyze the theme using multiple texts.</li> </ul>	<ul style="list-style-type: none"> <li>How does the author portray the character?</li> <li>What examples from the text support this idea/view?</li> <li>Why might the author have written this?</li> <li>What is the common theme of these texts?</li> <li>These texts may seem quite different, but what topic or theme connects them?</li> <li>Could you rewrite that text in a different genre?</li> </ul>
<b>Vocabulary:</b> <div> <div>Compare/Contrast Support Genre</div> <div>Evidence Cite Fiction</div> <div>Evaluate Similarities Non-Fiction</div> <div>Historical Account Differences</div> </div>		

# Common Core Adoption Process

## W.6.9

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

### 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”).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students locate relevant details from informational texts.</li> <li>Students know the difference between fiction and non-fiction.</li> <li>Students understand the connection between reading and writing.</li> <li>Students locate relevant details from literary texts.</li> <li>Compare and contrast fictional portrayals of events.</li> <li>Compare and contrast informational texts on the same topic</li> <li>Compare and contrast various authors' perspective on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw evidence form informational texts to support answers and validate claims.</li> <li>Students analyze questions, create responses, and connect those responses back to texts read in class.</li> <li>Students evaluate informational texts in order to determine whether or not the evidence presented supports the claims.</li> </ul>	<ul style="list-style-type: none"> <li>What do you believe was the author's purpose in writing this?</li> <li>What evidence do you have from the text to support the author's argument/claim?</li> <li>Is there relevant/sufficient evidence to support the claim?</li> <li>What claim does the author make?</li> <li>What evidence is presented to support that claim?</li> <li>Did the author include any irrelevant details or evidence? What?</li> </ul>
<b>Vocabulary:</b> <div> <div>Compare/Contrast</div> <div>Research</div> <div>Non-Fiction</div> <div>Claim</div> </div> <div> <div>Evidence</div> <div>Sufficient</div> <div>Perspective</div> </div> <div> <div>Evaluate</div> <div>Support</div> <div>Cite</div> </div> <div> <div>Relevant</div> <div>Fiction</div> <div>Argument</div> </div>		

# Common Core Adoption Process

## 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the various forms of writing (narrative, informational, and argumentative).</li> <li>Students understand the writing process.</li> <li>Students understand the 6+1 Traits of Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their knowledge of the writing process and the 6+1 Writing Traits when writing.</li> <li>Students create writings in a variety of formats.</li> <li>Students create writings appropriate to the task at hand and the audience.</li> <li>Students apply their knowledge of writing when writing within the content areas.</li> <li>Students consistently engage in self-reflection and revision in order to strengthen their writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>What is the purpose of this writing?</li> <li>Who is the audience?</li> <li>What is the thesis statement?</li> <li>How does the evidence support this thesis?</li> <li>Could additional revisions be made? Where? How?</li> <li>How does the conclusion relate to the thesis?</li> <li>Did you reread your writing in order to make certain it says what you meant it to say?</li> </ul>
<b>Vocabulary:</b> <div> <div>Research</div> <div>Discipline Specific</div> <div>Argumentative</div> </div> <div> <div>Reflection</div> <div>Writing Process</div> <div>Informational</div> </div> <div> <div>Revision</div> <div>6 + 1 Traits of Writing</div> </div> <div> <div>Time Frame</div> <div>Narrative</div> </div>		



# Grade 6

## Speaking & Listening



## Common Core Adoption Process

### 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.

#### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the rules for collaborating with classmates (ex: volume, respect, and preparation).</li> <li>Students know strategies to help group members stay on task and to help engage all members of the group.</li> <li>Students understand that preparation is necessary before collaboration and discussions can take place.</li> <li>Students take notes as they read or complete a task in order to share those ideas with their partner(s).</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate their notes and ideas in order to decide which comments and ideas should be shared.</li> <li>Students apply what they learn and discuss when responding individually.</li> <li>Students synthesize the ideas from each partner in order to determine the overall feelings of the group.</li> <li>Students reflect on the ideas presented within the discussion in order to determine whether or not their ideas have changed.</li> </ul>	<ul style="list-style-type: none"> <li>What strategies do you have to help ____ stay on task?</li> <li>How might you include ____ into the discussion?</li> <li>What strategies do you have to help ____ stay on task?</li> <li>How might you include ____ into the discussion?</li> <li>After discussing this topic/text with your partner(s), have your feelings or ideas change? How so?</li> <li>What do you need to do in order to make certain you are prepared to contribute to your group?</li> </ul>
<b>Vocabulary:</b> Engage Evidence Collaboration Reflect Diverse Partners Expression Explicit		

## Common Core Adoption Process

### 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.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the rules for collaborating with classmates (ex: volume, respect, and preparation).</li> <li>Students know strategies to help group members stay on task and to help engage all members of the group.</li> <li>Students understand the various roles that may be held within a group (ex: facilitator, reporter, time keeper, recorder, materials manager and/or checker).</li> <li>Students understand that preparation is necessary before collaboration and discussions can take place.</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate a given assignment in order to determine which roles will be assigned to given group members and what deadlines need to be set in order to successfully complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>What strategies do you have to help ___ stay on task?</li> <li>How might you include every member into the discussion?</li> <li>Based on the number of students in your group, what role will each member fill?</li> <li>This is a big assignment. How might you break it into chunks that each group member can complete?</li> <li>What deadlines are you going to set to make sure the entire assignment/project is completed on time?</li> <li>What strategies do you have for helping a group member who might be struggling?</li> </ul>
<b>Vocabulary:</b> <div> Engage Evidence Roles Collaboration Reflect Diverse Partners Collegial Discussions Expression Deadline Explicit Facilitator </div>		

## Common Core Adoption Process

### 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.

### C.

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the rules for collaborating with classmates (ex: volume, respect, and preparation).</li> <li>Students know strategies to help group members stay on task and to help engage all members of the group.</li> <li>Students understand that preparation is necessary before collaboration and discussions can take place.</li> <li>Students understand the importance of asking quality questions (in terms of gaining a better understanding &amp; extending the discussion).</li> <li>Students answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students create questions related to a specific topic or text, prior to engaging with group members.</li> <li>Students evaluate what other group members have said, in order to determine which questions are now appropriate.</li> <li>Students follow and analyze discussions in order to determine which appropriate comments and questions to add.</li> </ul>	<ul style="list-style-type: none"> <li>After listening to what ____ said, have your ideas changed? Why or why not?</li> <li>After listening to ____, what questions do you have?</li> <li>How might you add to the ideas of your partner?</li> <li>After listening to your partner, how do you feel? Why?</li> <li>Paraphrase what ____ feels or thinks.</li> <li>What strategies do you have to make sure all group members stay on task?</li> </ul>
<b>Vocabulary:</b> <div> Engage                      Collaboration                      Diverse Partners                      Expression                      Explicit  Evidence                      Reflect                      Elaboration                      Extending                      Questioning  Paraphrase </div>		

## Common Core Adoption Process

### 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.

### D.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• After listening to what ____ said, have your ideas changed? Why or why not?</li><li>• After listening to ____, what questions do you have?</li><li>• How might you add to the ideas of your partner?</li><li>• After listening to your partner, how do you feel? Why?</li><li>• Paraphrase what ____ feels or thinks.</li><li>• What strategies do you have to make sure all group members stay on task?</li></ul>															
<ul style="list-style-type: none"><li>• Students understand the rules for collaborating with classmates (ex: volume, respect, and preparation).</li><li>• Students know strategies to help group members stay on task and to help engage all members of the group.</li><li>• Students understand that preparation is necessary before collaboration and discussions can take place.</li><li>• Students understand the idea that everyone has their own opinion (perspective) and that while they may disagree, it does not necessarily make the other position wrong or incorrect.</li></ul>	<ul style="list-style-type: none"><li>• Students paraphrase the ideas and opinions of others.</li><li>• Students evaluate the opinions of others in order to determine if their own opinions need to be changed or adjusted.</li></ul>																
<b>Vocabulary:</b> <table><tr><td>Engage</td><td>Collaboration</td><td>Diverse Partners</td><td>Expression</td><td>Explicit</td></tr><tr><td>Evidence</td><td>Reflect</td><td>Elaboration</td><td>Extending</td><td>Questioning</td></tr><tr><td>Paraphrase</td><td>Perspective</td><td></td><td></td><td></td></tr></table>			Engage	Collaboration	Diverse Partners	Expression	Explicit	Evidence	Reflect	Elaboration	Extending	Questioning	Paraphrase	Perspective			
Engage	Collaboration	Diverse Partners	Expression	Explicit													
Evidence	Reflect	Elaboration	Extending	Questioning													
Paraphrase	Perspective																

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students interpret information presented in diverse media or formats.</li> <li>Students explain how the ideas presented clarify a topic, text, or issue.</li> <li>Students understand purpose of presentation is to enhance the message so that it is understood by the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Students analyze the presentation style in order to determine whether or not this was a good choice.</li> <li>Students analyze information presented in a variety of formats in order to discuss that information in a meaningful fashion.</li> <li>Students integrate information presented in different formats and media into their writing and/or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>What is the topic, main idea, and/or supporting details of the presentation?</li> <li>What is the relationship between the main idea and supporting details?</li> <li>What is the contribution to the presentation of the main idea and supporting details?</li> <li>How do the ideas included in the presentation clarify the topic, text, or idea?</li> <li>Which media format made the topic easier for you to understand?</li> <li>Would this have been better if it had been presented in a different format? Why or why not?</li> </ul>
<b>Vocabulary:</b> <div> Analyze Quantitatively </div> <div> Interpret Clarify </div> <div> Diverse Orally </div> <div> Media Format </div>		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students accurately report on another's arguments.</li> <li>Students understand the speaker's claims (regardless of whether or not they agree with them).</li> <li>Students identify the speaker's reasoning.</li> <li>Students identify evidence presented by the speaker to support his/her position.</li> <li>Students understand the concept of credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate a speaker's claims based on the merit of his/her argument (and not whether or not they agree with the speaker).</li> <li>Students analyze the strength of the speaker's claims by determining whether or not the evidence provided is relevant and valid.</li> <li>Students evaluate if the speaker offered enough credible evidence to sufficiently support the initial claim.</li> <li>Students examine the speaker's reasoning in order to determine his/her purpose.</li> <li>Students analyze the overall argument in order to determine their own opinion on the matter.</li> </ul>	<ul style="list-style-type: none"> <li>How would you characterize the relationship between the speaker's argument and specific claims?</li> <li>How would you judge the soundness of the speaker's reasoning?</li> <li>What evidence did the speaker offer in support of the claims-and was it both relevant and enough considering the topic and purpose?</li> <li>Did the speaker provide enough evidence to back up his claims? Why or why not?</li> <li>Did the speaker convince you? Why or why not?</li> <li>What might the speaker have done to convince you?</li> </ul>
<b>Vocabulary:</b> <div> Delineate Relevant Viable </div> <div> Distinguish Claims Sufficient </div> <div> Irrelevant Evidence Soundness of Reasoning Support </div> <div> Reasoning Credible </div>		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students understand that information must be presented in an organized manner because it allows listeners to follow along.</li><li>Students are familiar with multiple graphic organizers which can assist them in organizing their presentation.</li><li>Students stay on topic when presenting.</li><li>Students maintain eye-contact when presenting.</li><li>Students adjust their volume when speaking in order to ensure the audience hears.</li><li>Students adjust volume for emphasis when speaking.</li><li>Students pronounce words in a clear manner when speaking.</li></ul>	<ul style="list-style-type: none"><li>Students create a well-organized speech by applying their understanding of text structure.</li><li>Students evaluate the information and the audience when planning and presenting information; ensuring it is presented in a way that is easier to grasp (basic text structure ex: cause/effect &amp; problem/solution).</li><li>Students evaluate information in order to choose only the most relevant, interesting ideas to include in their presentation.</li><li>Students reflect on their own public speaking skills in order to determine how best to revise and improve their message.</li></ul>		<ul style="list-style-type: none"><li>What claims and findings are you presenting?</li><li>How are you going to arrange your findings?</li><li>Which graphic organizer might help you outline your presentation?</li><li>What qualities make for a successful presenter?</li><li>Are there any details that are not important or uninteresting that you might remove?</li><li>Is the theme of your presentation clear?</li><li>How will you engage your audience in your presentation?</li><li>How will you get and keep the attention of your audience?</li><li>What do you want your audience to come away with?</li></ul>
<b>Vocabulary:</b>			
Claim	Findings	Salient Points	Coherent
Pertinent	Accentuate	Theme	Eye Contact
Pronunciation	Text Structure		

## Common Core Adoption Process

### SL.6.5

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand the value of multimedia visual aids when speaking and presenting material to others.</li> <li>Students know how to insert images and/or graphics into a Power Point Presentation (or similar presentation software).</li> <li>Students know how to insert sound into a Power Point Presentation (or similar presentation software).</li> <li>Students know adding sound (including music) will impact the tone of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Students create presentations that use audio, graphics, image, music and/or sound.</li> <li>Students create PowerPoint Presentations (or similar digital slideshows).</li> <li>Students analyze their own research and data to determine which concepts require a visual aid in order to better present the work.</li> </ul>	<ul style="list-style-type: none"> <li>What is the subject and purpose of your presentation?</li> <li>Where might you add sound to enhance your message?</li> <li>What image would reflect your thoughts at this point in the presentation?</li> <li>Which elements and information are most important?</li> <li>What might you add that would make this information easier for the audience to understand?</li> </ul>
<b>Vocabulary:</b> <div> <div>Multimedia Components</div> <div>Images</div> </div> <div> <div>Graphics</div> <div>PowerPoint</div> </div> <div> <div>Visual Displays</div> <div>Software</div> </div> <div> <div>Clarify</div> <div>Clipart</div> </div>		



## Common Core Adoption Process

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 [here](#) for specific expectations.)

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none"><li>Who are you addressing on this occasion?</li><li>What is the occasion on which you are speaking?</li><li>How should you adapt your speech, given this audience, your purpose and the occasion of your talk?</li></ul>	
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students understand that different occasions, purposes, and audiences require different voice and styles.</li><li>Students know to adjust their voice and style depending on the occasion, purpose and audience of their talk.</li></ul>	<ul style="list-style-type: none"><li>Students analyze their audience and adjust their speaking (or writing) accordingly.</li><li>Students apply their knowledge of formal English when speaking in front of academic audiences.</li></ul>		
<b>Vocabulary:</b>			
Purpose	Voice	Style	Audience
Context	Adapt	Formal English	



# Grade 6

## Language

# Common Core Adoption Process

## 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).

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• What word is the pronoun taking the place of in this sentence?</li><li>• When you read this aloud does it sound perfect?</li><li>• Who or what are you referring to with that word?</li><li>• What pronoun could you use in place of ____?</li></ul>	
<ul style="list-style-type: none"><li>• Students identify pronouns.</li><li>• Students understand:<ul style="list-style-type: none"><li>• Subjective Case – Pronouns used as subject</li><li>• Objective Case – Pronouns uses as objects of verbs or prepositions</li><li>• Possessive Case – Pronouns which express ownership</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Students analyze the use of pronouns and determine the pronoun case.</li><li>• Students apply their knowledge of pronoun case in order to use pronouns correctly when writing or speaking.</li></ul>		
<b>Vocabulary:</b>			
Demonstrate	Command	Conventions	Standard English
Grammar	Usage	Pronoun	Pronoun Case
Subjective	Objective	Possessive	Conventions

## Common Core Adoption Process

### L.6.1

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

### B.

Use intensive pronouns (e.g., *myself*, *ourselves*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand intensive pronouns are pronouns ending in “self” or “selves” and that their purpose is to emphasize the antecedent.</li> <li>Students understand that an antecedent is the noun or pronoun to which a pronoun refers.</li> <li>Students identify pronouns.</li> <li>Students identify antecedents.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their understanding of intensive pronouns when writing and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>What word is the pronoun taking the place of in this sentence?</li> <li>When you read this aloud does it sound perfect?</li> <li>Who or what are you referring to with that word?</li> <li>What pronoun could you use in place of ____?</li> </ul>
<b>Vocabulary:</b> <div> <div>Demonstrate Grammar Antecedent</div> <div>Command Usage Conventions</div> <div>Conventions Pronoun</div> <div>Standard English Intensive Pronoun</div> </div>		

# Common Core Adoption Process

## L.6.1

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

### C.

Recognize and correct inappropriate shifts in pronoun number and person.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"><li>• What word is the pronoun taking the place of in this sentence?</li><li>• When you read this aloud does it sound perfect?</li><li>• Who or what are you referring to with that word?</li><li>• What pronoun could you use in place of ____?</li><li>• Double check to make sure there are no pronoun-shifts.</li><li>• Are all of your pronouns singular / plural / first person / second person?</li></ul>	
<ul style="list-style-type: none"><li>• Students identify pronouns.</li><li>• Students understand the difference between first and second person pronouns.</li><li>• Students understand the difference between plural and singular pronouns.</li><li>• Students understand that pronoun shifts are errors wherein there is a shift between the type of pronoun used at the beginning of a sentence or essay and the type of pronoun used at the end (ex: shift from first person pronouns - <i>I, we, me</i> - to second person pronouns - <i>you, your, yours</i>).</li></ul>	<ul style="list-style-type: none"><li>• Students apply their understanding of pronoun shifts in order to edit their own writing and the writing of peers.</li><li>• Students apply their understanding of pronoun shifts when speaking and writing.</li><li>• Students differentiate between plural and singular pronouns.</li><li>• Students differentiate between first person and second person pronouns.</li></ul>		
<b>Vocabulary:</b>			
Demonstrate	Command	Conventions	Standard English
Grammar	Usage	Pronoun	Intensive Pronoun
Antecedent	Pronoun Shift	Plural	Singular
Conventions	First Person Pronouns	Third Person Pronouns	Differentiate

## Common Core Adoption Process

### L.6.1

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

### D.

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

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none"><li>What word is the pronoun taking the place of in this sentence?</li><li>When you read this aloud does it sound perfect?</li><li>Who or what are you referring to with that word?</li></ul>
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students identify pronouns.</li><li>Students identify antecedents.</li><li>Students understand that an antecedent is the noun or pronoun to which a pronoun refers.</li><li>Students know that ambiguous pronouns lack a clear antecedent</li><li>Students know that vague pronouns don not have an antecedent.</li></ul>	<ul style="list-style-type: none"><li>Students apply their understanding of</li><li>Students apply their understanding of ambiguous or vague pronouns in order to edit their writing and the writing of their peers (ex: Tiffany went to Michelle’s house after <i>her</i> party. – It is unclear who “her” refers to in this sentence.).</li></ul>		
<b>Vocabulary:</b>			
Demonstrate	Command	Conventions	Standard English
Grammar	Usage	Pronoun	Ambiguous
Ambiguous Antecedent	Vague Pronoun	Ambiguous Pronouns	Antecedent
Noun			

# Common Core Adoption Process

## L.6.1

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

## 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand that variations in Standard English are often the result of regional variations and/or slang.</li> <li>Students recognize variations in Standard English within their own writing.</li> <li>Students recognize variations in Standard English in the language of others.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their understanding of conventional language and regional variations in order to enhance their own writing by focusing on voice.</li> <li>Students analyze the language of others in order to make inferences regarding the background of the person.</li> </ul>	<ul style="list-style-type: none"> <li>What assumptions can you make about the speaker/writer based on their word choice?</li> <li>How might you enhance the voice in this story?</li> <li>What can you infer about the author based on this phrase?</li> <li>Is there another way to say ____?</li> <li>How might someone say this if they were from ____?</li> <li>Is your language appropriate for your audience?</li> </ul>
<b>Vocabulary:</b> <div> <div>Demonstrate Grammar Conventional Language Voice</div> <div>Command Usage Expression</div> <div>Conventions Pronoun Strategies</div> <div>Standard English Variations Regional Variations</div> </div>		

# Common Core Adoption Process

## 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.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students understand that nonrestrictive elements are groups of words that can be removed without changing the meaning of the sentence (Ex: My friend, <u>who is in third grade</u>, rides my bus).</li><li>Students understand that nonrestrictive elements should be separated from the rest of a sentence using commas off from the rest of the sentence (Ex: Ms. Mullins, <u>who has taught for thirty years</u>, is one of our nicest teachers.</li><li>Students understand that parentheses are used to enclose words or figures that clarify or are used as an aside (Ex: Mom finally answered (after making me wait forever).)</li><li>Students understand that dashes are used to set off appositives that contain commas; in other words, if you are renaming a nearby noun with something that contains commas, use dashes to set if off (Ex: Joe- who is taking math, science, and art- doesn't like to read.).</li></ul>	<ul style="list-style-type: none"><li>Students apply their understanding of non-restrictive elements through the use of commas.</li><li>Students apply their understanding of parenthesis when writing.</li><li>Students apply their understanding of dashes.</li></ul>		
			<ul style="list-style-type: none"><li>Does the sentence contain a phrase that can be removed without changing the overall meaning of the sentence? If so, what punctuation do you need to add?</li><li>Double check to make sure that asides are placed within parentheses.</li><li>What punctuation should I add to this sentence in order to make it correct?</li></ul>
<b>Vocabulary:</b>			
Demonstrate	Command	Conventions	Standard English
Punctuation	Commas	Parentheses	Dashes
Non-Restrictive Elements	Capitalization	Parenthetical Elements	Appositives
Aside			



## Common Core Adoption Process

### L.6.2

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

### B.

Spell correctly.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none"><li>How can you be certain that all words are spelled correctly?</li><li>What strategies do you have to determine if these words are spelled correctly?</li></ul>
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students know how to spell commonly used words.</li><li>Students use spell check when word processing.</li><li>Students use digital and/or print dictionaries in order to spell words correctly.</li></ul>	<ul style="list-style-type: none"><li>Students apply their understanding of spelling conventions and patterns when writing.</li><li>Students apply their understanding of technology in order to spell correctly.</li></ul>		
<b>Vocabulary:</b>			
Conventions Spelling Patterns		Standard English Spell Check	Sentence Structure Digital Dictionary
Punctuation			

## Common Core Adoption Process

### 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.\*

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students recognize a variety of sentence structure including: simple, compound, complex, and compound-complex.</li> <li>Students understand the concept of word choice.</li> <li>Students understand the concept of sentence fluency.</li> <li>Students recognize wordiness within their writing.</li> <li>Students understand that redundancy is to be avoided when</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their knowledge of word choice when revising their writing in order to improve the sentence fluency.</li> <li>Students apply their knowledge of sentence fluency when revising their writing.</li> <li>Students apply their understanding of sentence structure when combining sentences to reduce wordiness.</li> </ul>	<ul style="list-style-type: none"> <li>What types of sentences do you have in this particular piece?</li> <li>How might you rephrase this idea?</li> <li>What words might you eliminate from this sentence?</li> <li>Is there another way to say this?</li> <li>Check your writing to make certain that you aren't repeating yourself.</li> </ul>
<b>Vocabulary:</b> <div> <div>Conventions Wordiness</div> <div>Standard English Redundancy</div> <div>Sentence Structure Sentence Fluency</div> <div>Word Choice Concise</div> </div>		

## Common Core Adoption Process

### L.6.3

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

### B.

Maintain consistency in style and tone.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand that tone refers to the way the author thinks about his/her subject or topic.</li> <li>Students understand that a writer's style is generally determined by word choice, sentence fluency, and voice.</li> </ul>	<ul style="list-style-type: none"> <li>Students create writings that elicit a certain mood through their word choice; thus setting a specific tone for the piece.</li> <li>Students evaluate their writing to ensure the style is consistent throughout the piece (specifically editing for sentence fluency, word choice, and voice).</li> </ul>	<ul style="list-style-type: none"> <li>What do you want your audience to feel as they read your writing? What words do you use to elicit those feelings?</li> <li>Evaluate the way you start each sentence. Do you have a nice variety?</li> <li>Read your piece aloud. What might you change to make it flow better?</li> <li>You seem to use this word a lot. Is there another word you could use instead?</li> <li>Reread the first sentence or two. Do these first few sentences set the mood for your entire piece?</li> </ul>
<b>Vocabulary:</b> <div> <div>Conventions Word Choice</div> <div>Consistency Sentence Fluency</div> <div>Style Voice</div> <div>Tone Mood</div> </div>		

## Common Core Adoption Process

### 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.

#### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students know how to use the context (sentence or paragraph surrounding an unknown word or phrase) to determine the meaning of a particular word or words.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply context clues in order to determine the meaning of unknown words or phrases as they read.</li> </ul>	<ul style="list-style-type: none"> <li>What strategies do you have for determining the meaning of this?</li> <li>How might you determine the meaning of the unknown word?</li> <li>Read until the end of the paragraph. Do you still need clarification? What else might you do to figure out what that word or phrase means?</li> <li>What context clues might you use to determine the meaning of this unknown word or phrase?</li> </ul>
<b>Vocabulary:</b> <div>Clarify</div> <div>Context Clues</div> <div>Content</div> <div>Strategies</div> <div>Context</div>		

## Common Core Adoption Process

### 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.

### B.

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

What do students need to be able to <u>DO</u> ?		Question Stems		
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none"><li>• What strategies do you have for determining the meaning of this?</li><li>• How might you determine the meaning of the unknown word?</li><li>• Does this word have a prefix or suffix? How might that help you determine the meaning of the word?</li><li>• Do you know any words that begin in the same way as this unknown word? How might this help you determine the meaning of this word?</li></ul>		
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize			
<ul style="list-style-type: none"><li>• Students know the following prefixes: de-, over-, mis-, non-, under-, bi-, tri-, oct-, phto-, tele-, auto-, deci-, dis-, <b>inter-</b>, <b>trans-</b>, <b>anti-</b>, <b>mid-</b>, <b>sub-</b> (bolded prefixes are those that must be expressly taught during the 6<sup>th</sup> grade year).*</li><li>• Students know the following suffixes: -or, -tion, -al, -ial, -ness, -arium,-ble, -ive, -logy, -ologist, -ance, -ence, -an, <b>-ic</b>, <b>-ty</b>, <b>-ize</b>, <b>-age</b>, <b>-fy</b>, <b>-ish</b> (bolded suffixes are those that must be expressly taught during the 6<sup>th</sup> grade year).*</li></ul> <p>* Affixes for grades 4-6 are included. For affixes for grades K-8 please see <i>VBPS Affixes By Grade</i> chart.</p>	<ul style="list-style-type: none"><li>• Students apply their understanding of affixes in order to determine the meaning of unknown words.</li><li>• Students apply their understanding of affixes when reading independently.</li><li>• Students self-monitor for comprehension when reading independently.</li></ul>			
<b>Vocabulary:</b>				
Clarify Prefix	Content Roots	Strategies	Affix	Suffix

## Common Core Adoption Process

### 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.

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students utilize dictionaries and specialized reference materials in order to determine the meaning of unknown words.</li> <li>Students use digital and print thesauruses.</li> <li>Students understand the concept of word choice.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their understanding of thesauruses in order to revise and improve their word choice when speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Where might you go to find the meaning of this word?</li> <li>What strategies do you have for determining the meaning of this?</li> <li>How might you improve the word choice in your writing?</li> <li>Is there another way that you might say that?</li> <li>How might you improve your writing to make it more interesting for your audience?</li> </ul>
<b>Vocabulary:</b> <div> <div>Clarify Precise Meaning</div> <div>Content Clarify</div> <div>Strategies Thesaurus</div> <div>Pronunciation Glossary</div> <div>Word Choice Digital</div> </div>		

## Common Core Adoption Process

### 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.

### 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).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students infer the meaning of an unknown word using a variety of strategies (ex: context clues, affixes, &amp; using resource materials).</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate their initial thoughts regarding word meanings by checking the meaning using the dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>What strategies do you have for determining the meaning of this?</li> <li>How might you determine the meaning of the unknown word?</li> <li>Now that you have made a good guess as to what that word means, look it up in the dictionary. Was your inference correct?</li> <li>Were you surprised by the actual definition of that word? Why or why not?</li> </ul>
<b>Vocabulary:</b> <div> <div>Digital Dictionary</div> <div>Precise Meaning</div> <div>Preliminary Determination</div> </div> <div> <div>Content</div> <div>Clarify</div> </div> <div> <div>Strategies</div> <div>Infer</div> </div> <div> <div>Pronunciation</div> <div>Word Choice</div> </div>		

# Common Core Adoption Process

## 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.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"><li>Students identify figures of speech (ex: simile, metaphor, hyperbole, idioms, &amp; personification).</li><li>Students understand the difference between figurative meaning and literal meaning.</li><li>Students determine the figurative and literal meaning of specific figures of speech.</li></ul>	<ul style="list-style-type: none"><li>Students apply their understanding of figurative language when reading literature to further their understanding.</li></ul>		<ul style="list-style-type: none"><li>What is the literal meaning of this phrase? Do you think this is what the author meant? Why or why not?</li><li>What is the figurative meaning of this phrase?</li><li>Why do you think the author chose to use that figure of speech to describe ____?</li><li>Where else have you heard this particular figure of speech?</li><li>Since you have never heard that particular figure of speech, how might you find out what it means?</li></ul>
<b>Vocabulary:</b>			
Figurative Language	Word Relationships	Figurative Meaning	Context
Figurative Meaning	Literal Meaning	Personification	Idiom
Simile	Metaphor	Nuance	



## Common Core Adoption Process

### L.6.5

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

#### B.

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students identify the following relationships between words: cause/effect, part/whole, item/category, synonym/antonym.</li> <li>Students understand that analogies comparisons between two things, usually included to clarify complex ideas.</li> <li>Students identify analogies in literature.</li> <li>Students determine the relationship between words in an analogy.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply their knowledge of analogies in order to create new analogies to showcase an understanding of covered concepts.</li> <li>Students explain new concepts and ideas using cause/effect, part/whole, item/category as a way to organize their explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Create an analogy to explain this new concept.</li> <li>How are the words in this analogy related?</li> <li>What is the opposite of ____?</li> <li>In what ways does knowing the opposite of ____ increase your understanding of this concept?</li> <li>Why did the author choose to explain this using an analogy?</li> <li>What idea is similar to this concept?</li> <li>Does this concept remind you of something else you have learned? What?</li> </ul>
<b>Vocabulary:</b> <div> <div>Demonstrate Synonym</div> <div>Figurative Language Antonym</div> <div>Word Relationships Analogy</div> <div>Concept</div> </div>		

## Common Core Adoption Process

### L.6.5

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

### C.

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students understand that connotation is an idea or feeling that a word invokes in addition to its literal or primary meaning.</li> <li>Students understand that denotation refers to the actual definition or meaning of a word.</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate the way in which a word is used in order to determine the connotative meaning.</li> <li>Students differentiate between the connotation and denotation for given words and concepts.</li> <li>Students analyze connotative associations in order to determine the author's intent.</li> <li>Students apply their knowledge of connotative associations when writing in order to communicate their feelings on a given idea.</li> </ul>	<ul style="list-style-type: none"> <li>What can you infer about the author's feelings based on the connotation used?</li> <li>What is the connotation associated with that word?</li> <li>What does the author's word choice reveal about his point of view?</li> <li>Is there another way to say this?</li> <li>Which words might make the reader think negatively / positively about this idea?</li> </ul>
<b>Vocabulary:</b> <div> <div>Figurative Language Denotations</div> <div>Word Relationships</div> <div>Nuances</div> <div>Connotations</div> </div>		

## Common Core Adoption Process

### 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> <li>Students learn and use words that are basic to understanding a concept.</li> <li>Students define and understand general academic vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>Students apply and use content specific language appropriately.</li> <li>Students analyze word choice in order to ensure the word or phrase conveys the appropriate message and/or expression.</li> <li>Students evaluate their word choice in order to determine if their message is understandable.</li> </ul>	<ul style="list-style-type: none"> <li>What other words or phrases could you use to replace the underlined portion of the text, without changing the overall meaning?</li> <li>Can you restate that idea using a vocabulary word?</li> <li>Can you restate that idea using more precise words?</li> <li>How might you rephrase that?</li> <li>Can you put that sentence from the text into your own words?</li> <li>Let's replace the underlined portion with a more precise description.</li> <li>Does your choice of words convey the appropriate emotion?</li> </ul>
<b>Vocabulary:</b> <div> <div>Acquire</div> <div>Consider</div> <div>Convey</div> </div> <div> <div>Accurate</div> <div>Comprehension</div> <div>Evaluate</div> </div> <div> <div>Grade-Appropriate</div> <div>Expression</div> <div>Word Choice</div> </div> <div> <div>General Academic Words</div> <div>Domain-Specific Words</div> </div>		