

Sixth Grade Reading and Writing Units of Instruction 2022-2023

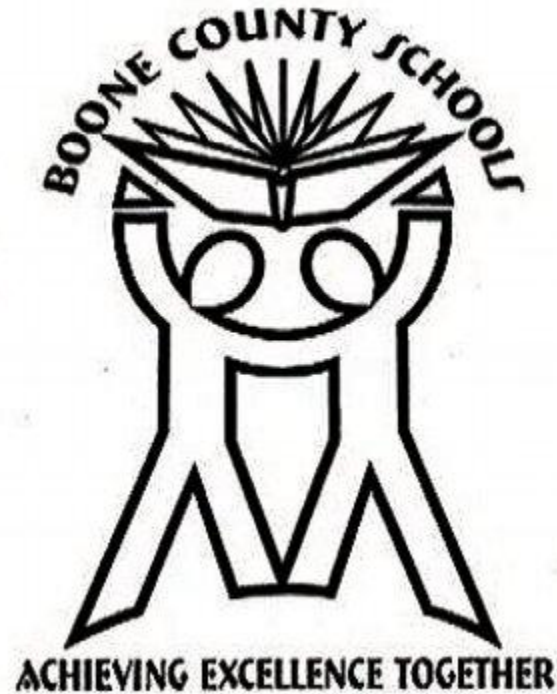


| <u>UNIT 1: Foundations of Argumentation</u> | <u>UNIT 2: Informational</u> | <u>UNIT 3: Narrative</u> | <u>UNIT 4: Argumentative</u> |
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| <p>Prioritized Standards for 21-22</p> <p>RL.6.1</p> <ul style="list-style-type: none"> • RL.6.3 • RL.6.6 <p>RI.6.1</p> <ul style="list-style-type: none"> • RI.6.4 • RI.6.6 <p>RI.6.8</p> <p>C.6.1</p> <ul style="list-style-type: none"> • L.6.1 • L.6.2 | <p>Prioritized Standards for 21-22</p> <p>RI.6.2</p> <ul style="list-style-type: none"> • RI.6.3 <p>RI.6.4</p> <ul style="list-style-type: none"> • RI.6.5 <p>RI. 6.9</p> <ul style="list-style-type: none"> • RL.6.9 <p>C.6.2</p> <ul style="list-style-type: none"> • C.6.4 • L.6.4 | <p>Prioritized Standards for 21-22</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.4</p> <ul style="list-style-type: none"> • RL.6.5 • RL.6.7 • RL.6.9 • RI.6.10 <p>C.6.2</p> <ul style="list-style-type: none"> • C.6.3 • L.6.2 • L.6.5 | <p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> • RL.6.10 <p>RI.6.1</p> <ul style="list-style-type: none"> • RI.6.3 <p>RI.6.8</p> <ul style="list-style-type: none"> • RI.6.7 <p>RI.6.9</p> <p>C.6.1</p> <ul style="list-style-type: none"> • C.6.5 • C.6.6 • C.6.7 • L.6.1 • L.6.3 |

2022-23 Focus Questions to collect evidence of throughout the year and reconsider at the end of the year:

- Does **RL.9** need to be priority based on assessment items for this standard that use poetry as one of the texts to compare across two texts? Data is below proficiency for each grade level in middle grades.
- Does **RI.3** need to be a priority standard instead of supporting based on evidence of student proficiency?
- Does **RL/RI.6** need to be a priority according to district data?
- How are students showing mastery of **RI.7** especially when analyzing charts and graphs? Does this need to be a priority standard?

Grade 6 Reading and Writing



Priority Standards and Instructional Unit 1

6th Grade Reading and Writing Prioritized Standards for 22-23

Unit 1: Foundations of Argumentation

**** This unit is designed to build the foundational skills necessary for students to demonstrate solid argumentation skills when reading, composing, and discussing argumentative text. Compositions in this unit will be shorter (e.g., open-responses, brief essays), as the lengthier, more developed writing piece will be composed in Quarter 4.**

**** Priority standards will be *summatively assessed* throughout Quarter 1. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

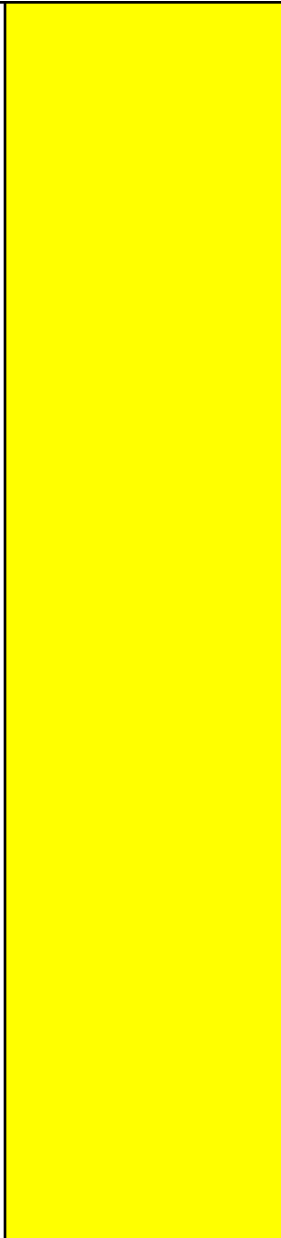
MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

| MULTIDIMENSIONALITY - | | | |
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| <i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT | | | |
| RL.5.1 | <u>RL.6.1</u> | RL.7.1 | Priority Standard |
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | CITE TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text . | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | |
| RL.5.3 | RL.6.3 | RL.7.3 | Supporting Standard |
| Compare/contrast characters, settings, or events in a story or drama, using specific details to | <i>Describe how a particular</i> STORY'S OR DRAMA'S PLOT <i>unfolds in a series of episodes</i> and determine | Analyze how particular elements of a story or drama influence one another. | |

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| analyze their interaction over the course of the text. | how the characters respond or change <i>as the plot moves toward a RESOLUTION.</i> | | |
| RL.5.6 | RL.6.6 | RL.7.6 | Supporting Standard |
| Describe how a narrator's or speaker's perspective influences how events are described. | Explain how an author develops <i>the PERSPECTIVE of the narrator or speaker</i> in a text. | Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. | |
| RI.5.1 | <u>RI. 6.1</u> | RI.7.1 | <u>Priority Standard</u> |
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | CITE TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| RI.5.4 | RI.6.4 | RI.7.4 | Supporting Standard |
| Determine the meaning of general academic and domain specific words or phrases in a grade-level text, | <i>Determine the meaning of words and phrases</i> as they are used in a text, including figurative, connotative | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and | |

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| and analyze how those words and phrases shape meaning. | <i>and technical meanings; analyze the impact of a specific WORD CHOICE on meaning and TONE.</i> | technical meanings; analyze the impact of word choice on tone. | |
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| RI.5.6 | RI.6.6 | RI.7.6 | Supporting Standard |
| Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. | <i>Determine an author's PERSPECTIVE and PURPOSE in a text and explain how it is conveyed in a text.</i> | Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others. | |
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| RI 5.8 | RI.6.8 | RI 7.8 | Priority Standard |
| Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s). | <i>Identify and evaluate the ARGUMENT and specific CLAIMS in a text, distinguishing CLAIMS that are supported by REASONS and EVIDENCE from unsupported CLAIMS.</i> | Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | |
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| C 5.1 | C.6.1 | C 7.1 | Priority Standard |
| Compose opinion pieces, | Compose ARGUMENTS to | Compose arguments to | |

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| <p>using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | <p>support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style <i>are appropriate to task, purpose and audience.</i></p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and <i>demonstrating an understanding of the topic or text.</i></p> <p>d. <i>Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</i></p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. <i>With some guidance,</i> develop and strengthen writing as needed by planning, revising, <i>editing,</i></p> | <p>support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing,</p> |  |
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| | rewriting or trying a new approach. | rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. | |
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| L.5.1 | L.6.1 | L.7.1 | Supporting Standard |
| <p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in a grade-level text.</p> <p>b. Use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p> | <p>In both written and oral expression:</p> <p><i>a. Recognize vague pronouns and correct pronoun errors, including but not limited to SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS.</i></p> <p><i>b. Recognize and correct inappropriate shifts in PRONOUN number and person.</i></p> <p><i>c. Recognize VARIATIONS FROM STANDARD ENGLISH and implement strategies to improve expression in conventional language.</i></p> | <p>In both written and oral expression:</p> <p>a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound complex sentences to signal differing relationships among ideas.</p> | |
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| L 5.2 | L.6.2 | L 7.2 | Supporting Standard |
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| <p>When writing:</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. | <p>When writing:</p> <ul style="list-style-type: none"> a. <i>Demonstrate appropriate use of PUNCTUATION (COMMAS, PARENTHESES,DASHES) TO SET OFF NONRESTRICTIVE/ PARENTHETICAL ELEMENTS.</i> b. <i>Demonstrate appropriate use of strategies to identify and correct spelling errors.</i> | <p>When writing:</p> <ul style="list-style-type: none"> a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. | |

Grade 6 Reading and Writing



Priority Standards and Instructional Unit 2

6th Grade Reading and Writing Prioritized Standards for 22-23

Unit 2: Informational

**** Priority standards will be *summatively assessed* throughout Quarter 2. All supporting standards are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**


| MULTIDIMENSIONALITY - <i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i> | | | |
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| RI.5.2 | <u>RI.6.2</u> | RI.7.2 | Priority Standard |
| Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence to support thinking. | Analyze how the CENTRAL IDEAS are reflected in the text by citing <i>particular details and/or providing an objective summary.</i> | Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing. | |
| RI.5.3 | RI.6.3 | RI.7.3 | Supporting Standard |
| Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information over the course of a text. | Analyze in detail how an author develops a KEY INDIVIDUAL, EVENT, OR IDEA over the course of a text. | Analyze the interactions between individuals, events and ideas over the course of a text. | |

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| RI.5.4 | RI.6.4 | RI.7.4 | Priority Standard |
| Determine the meaning of general academic and domain specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning. | <i>Determine the meaning of words and phrases</i> as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific WORD CHOICE on meaning and TONE. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone. | |
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| RI.5.5 | RI.6.5 | RI.7.5 | Supporting Standard |
| Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts. | 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. | Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas. | |
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| RI.5.9 | RI.6.9 | RI 7.9 | Priority Standard |
| Integrate information from several texts on the same theme or topic. | Compare/contrast how TWO OR MORE AUTHORS | Analyze how two or more authors writing about the same topic present key | |

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| | <i>present</i> SIMILAR EVENTS | information by emphasizing different evidence or advancing different interpretations of facts. | |
| RL.5.9 | RL.6.9 | RL.7.9 | |
| Compare/contrast stories in the same genre on their approaches to similar themes and topics. | Compare/contrast how VARIOUS FORMS OR GENRES OF TEXTS approach a SIMILAR THEME OR TOPIC. | Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history | Supporting Standard |
| C.5.2 | C.6.2 | C.7.2 | |
| Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. b. Introduce a topic clearly, provide a general observation and focus, and group related information | Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which | Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. b. Introduce a topic clearly; organize ideas, concepts, and information, using | |

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| <p>logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | <p>the development, organization and style <i>are appropriate to task, purpose, and audience.</i></p> <p><i>b. Introduce a topic;</i></p> <p>previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p><i>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</i></p> <p><i>d. Use appropriate</i> TRANSITIONS <i>to clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section <i>that follows from the information or explanation presented.</i></p> <p>h. With some guidance,</p> | <p>strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> |  |
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| | <p>develop and strengthen writing as needed by planning, revising, <i>editing</i>, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | | |
| C.5.4 | C.6.4 | C.7.4 | Supporting Standard |
| <p>With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> | <p>Use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format</p> | <p>Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.</p> | |
| L.5.4 | L.6.4 | L.7.4 | Supporting Standard |
| <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> | <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</i> based on grade 6 reading and content, choosing flexibly from an array 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</p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array 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</p> | |

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| <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition and other logical relationships.</p> | <p>the meaning of a word or phrase.</p> <p>b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.</p> <p>c. <i>Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>the meaning of a word or phrase.</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |  |
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Grade 6 Reading and Writing



Priority Standards and Instructional Unit 3

6th Grade Reading and Writing Prioritized Standards for 22-23

Unit 3: Narrative

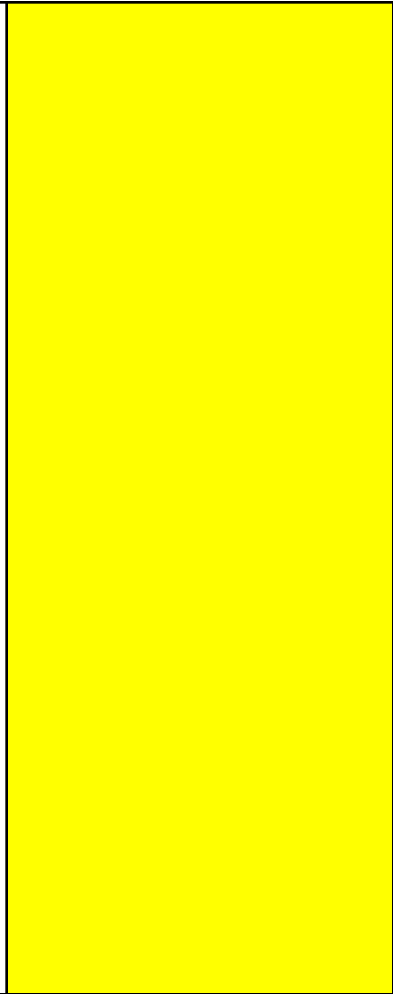
**** Priority standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

| MULTIDIMENSIONALITY - <i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT | | | |
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| RL 5.1 | RL.6.1 | RL.7.1 | Priority Standard |
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | RL. 6.1 CITE TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| RL.5.2 | RL.6.2 | RL.7.2 | Priority Standard |
| Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking. | Analyze how the THEME is reflected in the text by <i>citing particular details and/or providing an objective summary.</i> | Determine themes of a text and analyze their development through citing textual evidence, paraphrasing, or summarizing | |

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| | | | Priority Standard |
| RL.5.4 | RL.6.4 | RL.7.4 | |
| Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning. | <i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings; analyze the impact of a specific WORD CHOICE on meaning and TONE.</i> | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage. | |
| | | | Supporting Standard |
| RL.5.5 | RL.6.5 | RL.7.5 | |
| Analyze and explain the overall structure of poems, stories and dramas in two or more texts including but not limited to linear, nonlinear, and circular structures | Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the THEME, SETTING OR PLOT. | Analyze how the form or structure of a drama, poem or prose text contributes to its meaning. | |
| | | | Supporting Standard |
| RL 5.7 | RL.6.7 | RL 7.7 | |
| Analyze how visual and multimedia elements contribute to the meaning or tone of non print texts. | Compare/contrast reading a PRINT TEXT and viewing its VISUAL/ORAL | Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of | |

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| | PRESENTATION.. | techniques unique to each medium. | |
| RL.5.9 | RL.6.9 | RL.7.9 | Supporting Standard |
| Compare/contrast stories in the same genre on their approaches to similar themes and topics. | Compare/contrast how VARIOUS FORMS OR GENRES OF TEXTS approach a SIMILAR THEME OR TOPIC | Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history. | |
| RI.5.10 | RI.6.10 | RI.7.10 | Supporting Standard |
| By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level appropriate, complex informational texts independently. | By the end of the year, flexibly use a variety of comprehension strategies (i.e, <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE_LEVEL APPROPRIATE. COMPLEX INFORMATIONAL TEXTS independently and proficiently. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. | |

| C.5.2 | C.6.2 | C.7.2 | Priority Standard |
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| <p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly</p> <p>) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> | <p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic; previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</p> | <p>Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the</p> | |

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| <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | <p>c. Develop the topic <i>with relevant facts, definitions, concrete details, quotations or other information and examples.</i></p> <p><i>d. Use appropriate</i> TRANSITIONS <i>to clarify the relationships among ideas and concepts.</i></p> <p><i>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section <i>that follows from the information or explanation presented.</i></p> <p>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <p>relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> |  |
| <p>C.5.3</p> <p>Compose narratives, using writing and digital resources, to develop real or</p> | <p>C.6.3</p> <p>Compose NARRATIVES to develop real or imagined <i>experiences or multiple</i></p> | <p>C.7.3</p> <p>Compose narratives to develop real or imagined experiences or multiple</p> | |

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| <p>imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear or circular structure.</p> <p>c. . Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.</p> | <p><i>events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.</i></p> <p>a. Produce clear and coherent writing in which the development, organization and style <i>are appropriate to task, purpose and audience.</i></p> <p>b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.</p> <p><i>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</i></p> <p><i>e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</i></p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>events, memories or ideas, using effective technique, relevant descriptive details and well structured event sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.</p> <p>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</p> <p>e. Use precise words,</p> |  |
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| <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach</p> | <p>relevant descriptive details and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | <p>Supporting Standard Revised for 2022-23</p> |
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| <p>L 5.2</p> | <p>L.6.2</p> | <p>L 7.2</p> | <p>Supporting Standard Revised for 2022-23</p> |
| <p>When writing:</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.</p> <p>d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.</p> | <p>When writing:</p> <p>a. <i>Demonstrate appropriate use of PUNCTUATION (COMMAS, PARENTHESES, DASHES) TO SET OFF NONRESTRICTIVE/ PARENTHETICAL ELEMENTS.</i></p> <p>b. <i>Demonstrate appropriate use of strategies to identify and correct spelling errors.</i></p> | <p>When writing:</p> <p>a. Demonstrate appropriate use of a comma to separate coordinate adjectives.</p> <p>b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p> | |

| L.5.6 | L.6.5 | L.7.5 | Supporting Standard |
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| <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> | <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret FIGURATIVE LANGUAGE, including but not limited to PERSONIFICATION, in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the CONNOTATIONS OF WORDS WITH SIMILAR DENOTATIONS.</p> | <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Interpret figurative language, including but not limited to allusions, in context.</p> <p>b. Use the relationship between particular words to improve understanding.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p> | |

Grade 6 Reading and Writing



Priority Standards and Instructional Unit 4

6th Grade Reading and Writing Prioritized Standards for 22-23

Unit 4: Argumentative

**** Priority standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

MULTIDIMENSIONALITY -

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

| RI.5.1 | RI. 6.1 | RI.7.1 |
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| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | CITE TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text. | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

Priority Standard

| RI.5.3 | RI.6.3 | RI.7.3 |
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| Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information over the course of a text. | Analyze in detail how an author develops a KEY INDIVIDUAL, EVENT, OR IDEA <i>over the course of a text.</i> | Analyze the interactions between individuals, events and ideas over the course of a text. |

**Supporting
Standard
Revised for
2022-23**

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| RI.5.7 | RI.6.7 | RI.7.7 | Supporting Standard |
| Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Integrate information presented in PRINT AND NON-PRINT FORMATS to develop a coherent understanding of a topic or issue. | Compare/contrast a print to a nonprint version of a text, analyzing each media's portrayal of the subject and its impact on the audience. | |
| RI 5.8 | RI.6.8 | RI 7.8 | Priority Standard |
| Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s). | <i>Identify and evaluate the ARGUMENT and specific CLAIMS in a text, distinguishing CLAIMS that are supported by REASONS and EVIDENCE from unsupported CLAIMS.</i> | Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | |
| RI.5.9 | RI.6.9 | RI 7.9 | Priority Standard |
| Integrate information from several texts on the same theme or topic. | Compare/contrast how TWO OR MORE AUTHORS present SIMILAR EVENTS | Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts. | |

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| RL.5.10 | RL.6.10 | RL 7.10 | Supporting Standard |
| <p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade -level appropriate, complex literary texts independently.</p> | <p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE_LEVEL APPROPRIATE. COMPLEX LITERARY TEXTS independently and proficiently.</p> | <p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p> | |
| C 5.1 | C.6.1 | C 7.1 | Priority Standard |
| <p>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer’s perspective with reasons and information.</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate</p> | <p>Compose ARGUMENTS to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are <i>appropriate to task, purpose and audience.</i></p> <p>b. Introduce claim(s) and</p> | <p>Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s),</p> | |

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| <p>to task, purpose and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> | <p>organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and <i>demonstrating an understanding of the topic or text.</i></p> <p>d. <i>Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</i></p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. <i>With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</i></p> | <p>acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claims.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | |
| <p>C.5.5</p> <p>Conduct short research</p> | <p>C.6.5</p> <p>Conduct short RESEARCH</p> | <p>C.7.5</p> <p>Conduct short research</p> | |

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| <p>projects to answer a question, drawing on several sources</p> | <p>projects to answer a question, <i>drawing on several sources</i> and generating additional related, focused questions for further research and investigation.</p> | <p>projects to answer a question (including a self generated question), drawing on several sources and generating new avenues for inquiry.</p> | |
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| <p>C.5.6</p> | <p>C.6.6</p> | <p>C.7.6</p> | <p>Supporting Standard</p> |
| <p>Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work, and provide a list of sources.</p> | <p><i>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, QUOTE OR PARAPHRASE DATA AND CONCLUSIONS OF OTHERS, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.</i></p> | <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.</p> | |
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| <p>C.5.7</p> | <p>C.6.7</p> | <p>C.7.7</p> | <p>Supporting Standard</p> |
| <p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences</p> | <p>Compose routinely over extended time frames and shorter time frames <i>for a variety of tasks, purposes and audiences.</i></p> | <p>Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences</p> | |

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| | | | Supporting Standard Revised for 2022-23 |
| L.5.1 | L.6.1 | L.7.1 | |
| <p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in a grade-level text.</p> <p>b. Use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p> | <p>In both written and oral expression:</p> <p><i>a. Recognize vague pronouns and correct pronoun errors, including but not limited to SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS.</i></p> <p><i>b. Recognize and correct inappropriate shifts in PRONOUN number and person.</i></p> <p><i>c. Recognize VARIATIONS FROM STANDARD ENGLISH and implement strategies to improve expression in conventional language.</i></p> | <p>In both written and oral expression:</p> <p>a. Create sentences using correctly placed clauses and phrases.</p> <p>b. Demonstrate appropriate use of simple, compound, complex and compound complex sentences to signal differing relationships among ideas.</p> | |
| | | | Supporting Standard |
| L.5.3 | L.6.3 | L.7.3 | |
| <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories,</p> | <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest and style.</p> | <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating</p> | |

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| dramas or poems. | b. Maintain consistency in style and tone. | wordiness and redundancy. | |
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