

English 6 Essential Curriculum

Genre	Theme
Autobiography	Coming of Age
Historical Fiction	Courage
Myths and Legends	Heroes

OVERVIEW

English 6 students learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students analyze both the structure and content of complex, grade-appropriate text.

Coming of Age

This unit focuses explicitly on literary nonfiction, allowing students opportunities to make thematic connections to text in diverse media and formats. Students respond to texts in which individuals search for individual identity while addressing loss of innocence and experiencing growth through life's experiences. Cross-curricular connections are frequently suggested.

Courage

Students develop an understanding of historical fiction, while making thematic connections to literary and literary nonfiction texts in which an individual deals with both internal and external conflicts, while learning his or her true character. Students analyze, reflect, and make application to their own lives. Cross-curricular connections are encouraged.

Heroes

Students explore themes and characters in mythology and legends and how they relate to a society's culture. In addition, students read and make connections to informational text, music, and art from the myth's country of origin. Students make horizontal connections between a text and its contemporary society as well as vertical connections between the text and modern society.

READING LITERATURE

Key Ideas and Details

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives

Students will:

- Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
- Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
- Demonstrate comprehension of a text with after reading strategies by
 - summarizing the text
 - drawing inferences
 - drawing conclusions
 - verifying or adjusting predictions
 - making new predictions
 - making connections between the text and oneself
- Perform a close reading of portion of a text with support.
- Analyze internal and/or external conflicts that motivate characters to grow.
- Explain the relationship between a biography, autobiography, or memoir and its historical and/or social context.
- Analyze setting and character to determine how historical fiction relates to fact.
- Analyze words and phrases that create tone.
- Respond effectively to critical and analytical text-dependent questions
- Analyze relationships between and among characters, settings, and events.
- Analyze the author's purposeful use of language.
- Analyze internal and/or external conflicts that motivate characters and those that advance the plot.
- Analyze the events of the plot in various genres: exposition, rising action, climax, falling action and resolution.
- Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters.
- Determine and state evidence that confirms the important ideas and messages of a literary text.
- Identify evidence to suggest logically what might be true about characters, setting, plot, etc.
- Identify and explain the author's approach to issues of time.

Key Ideas and Details

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.

Objectives

Students will:

- Analyze main ideas and universal themes:
 - Experiences, emotions, issues, and ideas in a text that give rise to the theme
 - Message, moral, or lesson learned from the text.
- Determine the relevancy of the theme to society.
- Use significant details of characterization and/or plot development, repeated words, ideas, and/or symbols as clues to theme.
- Connect conclusions about character/s, plot, and/or symbols to determine theme.
- Connect themes and characters in myths and legends to a society's culture.
- Present details to accentuate support of main ideas or themes.
- Distinguish between subjective and objective summaries.
- Paraphrase significant events or details from a text.
- State or compose a summary that includes events from the beginning, middle, and end of a text.
- Use a variety of transition words to convey sequence.
- Use appropriate academic or domain-specific words when discussing or writing about literature.
- Determine how transitional words and phrases are used to convey sequential detail.
- Demonstrate understanding of elements of objectivity when conveying meaning.
- Employ effective note-taking strategies when identifying main ideas and supporting details in order to produce an objective summary of the text or portions of the text.
- Apply the basic elements of plot structure and drama structure when conveying meaning.
- Apply the elements of characterization when conveying meaning.

Key Ideas and Details

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.

Objectives

Students will:

- Analyze how the actions of the character(s) affect the plot.
- Analyze internal and/or external conflicts that motivate characters and those that advance the plot.
- Analyze the events of the plot: exposition, rising action, climax, falling action, and resolution.
- Determine how the setting affects the development of plot.
- Apply the basic elements of plot structure in a description of a story's plot.
- Apply the basic elements of plot structure and drama structure in a description of a drama's plot.
- Apply the elements of characterization in a description of character development.

Craft and Structure

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.

Objectives

Students will:

- Use context to determine the meaning of words.
- Analyze specific words and phrases that contribute to meaning.
 - Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning
 - Denotations of above-grade-level words used in context
 - Connotations of grade-appropriate words and phrases in context
 - Analyze words and phrases that create tone.
 - Identify and explain figurative language that contributes to meaning.
 - Analyze how sensory language contributes to meaning.
- Analyze how repetition and exaggeration contribute to meaning.

Craft and Structure

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.

Objectives

Students will:

- Identify and explain the relationship between the structure of the text as it relates to the development of the theme.
- 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.
- Demonstrate an understanding of the structure of novels, dramas, and poetry.
- Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure.
- Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting, or theme of a literary text.
- Determine how a theme is relayed through particular details in a literary text.
- Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning.

Craft and Structure

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Objectives

Students will:

- Determine the narrator or speaker's point of view.
- Apply knowledge of the different types of point of view to a text.
- Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns.

Integration of Knowledge and Ideas

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.

Objectives

Students will:

- Demonstrate knowledge of elements of fiction.
- Demonstrate knowledge of elements of drama.
- Determine areas of difference and provide supporting details.
- Demonstrate knowledge of elements of poetry.
- Employ effective note-taking strategies when viewing or listening to text.
- Demonstrate knowledge of various media capabilities when listening to or viewing dramatization of a literary text.

Integration of Knowledge and Ideas

RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Objectives

Students will:

- Determine inter-textual connections when reading diverse texts (poetry, short stories, excerpts from lengthy texts).
- Determine inter-textual connections when viewing or listening to diverse texts (video segment, painting, interviews).
- Compare texts addressing comparable topics, ideas, or themes but written in different genres.

Range of Reading and Text Complexity

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.

Objectives

Students will:

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
- Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.
- Set personal goals and conference regularly with adults to improve reading.

READING INFORMATIONAL TEXT

Key Ideas and Details

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objectives

Students will:

- Respond effectively to critical and analytical text-dependent questions.
- Draw conclusions or make generalizations about the text.
- Select and apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
- Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
- Demonstrate comprehension of a text with after reading strategies by
 - summarizing the text drawing inferences
 - drawing conclusions
 - verifying or adjusting predictions
 - making new predictions
 - making connections between the text and oneself
- Determine and state evidence that confirms the meaning of an informational text.
- Identify evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.
- Use relationships between words for understanding.
- Distinguish between connotations and denotations of words for understanding.
- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use appropriate academic or domain-specific words when discussing or writing about informational texts.
- Respond effectively to critical and analytical text-dependent questions.
- Analyze the author's purposeful use of language.

RI.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.

Objectives

Students will:

- Synthesize main ideas to determine a central idea.
- Analyze main ideas and universal themes:
 - Experiences, emotions, issues, and ideas in a text that give rise to the theme
 - Message, moral, or lesson learned from the text.
- Determine the relevancy of the theme to society.
- Determine how transitional words and phrases are used to convey sequential detail.

- Demonstrate understanding of elements of objectivity when conveying meaning.
- Employ effective note-taking strategies when identifying main ideas and supporting details in order to produce an objective summary of the text or portions of the text.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Objectives

Students will:

- Analyze main ideas:
 - Information in a text that give rise to the central ideas
 - Information learned from the text.
- Determination of supporting details.
- Identify important persons, events or ideas in an informational text.
- Examine the specific ways an important person, event, or idea in the text is presented to a reader.
- Identify the effect the presentation of an important person, event, or idea in the text has upon a reader.
- Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect.

Craft and Structure

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Objectives

Students will:

- Use context to determine the meaning of words.
- Analyze specific words and phrases that contribute to meaning.
 - Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning
 - Denotations of above-grade-level words used in context
 - Connotations of grade-appropriate words and phrases in context.
- Analyze words and phrases that create tone.
- Demonstrate how figurative language contributes to meaning.
- Recognize how the author uses poetic devices to evoke response.
- Analyze how sensory language contributes to meaning.
- Analyze how repetition and exaggeration contribute to meaning.

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.

Objectives

Students will:

- Identify and explain the relationship between the structure of the text as it relates to the development of the ideas.
- Analyze how the author's use of organizational aids contributes to meaning.
- Analyze the author's use of organizational structures, and signal words within a paragraph or between paragraphs.
- Assess how the author's word choice and syntax contribute to the development of ideas
- Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc.
- Examine how parts of the text support the identified purpose of the text.
- Use evidence from informational texts to support analysis of text structure.
- Use grade-appropriate academic and domain-specific words when explaining the role of portions of the text.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.**Objectives****Students will:**

- Determine the difference between author's point of view and author's purpose.
- Determine author's point of view through attention to word choice, punctuation, and emphasis on ideas.
- Determine author's purpose through attention to format, text features, and key ideas.
- Identify and explain the relationship between the structure and the purpose of the text.
- Determine the narrator's or speaker's point of view.

Integration of Knowledge and Ideas**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.**

- Employ effective note-taking strategies when viewing or listening to text.
- Demonstrate knowledge of various media capabilities when listening to or viewing dramatization of a literary text.

Integration of Knowledge and Ideas**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.****Objectives****Students will:**

- Demonstrate knowledge of the organizational pattern of an argument.
- Identify claims in the text.

- Identify supported claims versus unsupported claims in the text.
- Assess the value of the argument based upon supported claims.
- Identify fallacious or faulty thinking.
- Analyze the solidness of supporting detail/evidence.
- Analyze author’s argument for objective and non-bias thinking.
- Evaluate author credibility.

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).

Objectives

Students will:

- Demonstrate knowledge of primary and secondary sources.
- Explain the likenesses and differences between the main ideas or information from one author versus another.
- Support ideas with relevant evidence.
- Present findings using pertinent evidence.
- Determine the author’s perspective.
- Evaluate the text for bias.
- Analyze the texts for similarities between the two accounts of an event.

Range of Reading and Text Complexity

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.

Objectives

Students will:

- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary nonfiction representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
- Comprehend literary nonfiction of steadily increasing complexity with scaffolding, as necessary.
- Set personal goals and conference regularly with adults to improve reading.

WRITING

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

Objectives

Students will:

- Adapt the prewriting stage of the writing process to an argument, including developing one or more claims, and effectively ordering reasons that support the claim.
- Gather information to support claims.
- Compose a draft of an introduction that presents a claim or claims clearly.
- Compose a logically organized response to an in-class 45-minute timed prompt.
- Document sources using MLA format.

W.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Objectives

Students will:

- Show knowledge of a topic or text by selecting appropriate evidence to support a claim or claims.
- Locate and evaluate sources for reliability to select evidence.
- Compose a draft of the body with attention to effective organization of support for a claim or claims.
- Use clear reasons and relevant evidence from the text to support claims.
- Use clear reasons and relevant evidence when using outside resources to develop and support claims.
- Evaluate the credibility of the source when using outside resources.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Compose a draft of the body with attention to
 - effective organization of support for a claim or claims
 - subject-verb and pronoun-antecedent agreement
 - formation of complete sentences
 - varying sentence patterns
 - pronouns written in the proper case
 - recognition of inappropriate shifts in pronoun number and person
 - frequently-confused words spelling correctly.

W1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Objectives

Students will:

- Combine ideas with the appropriate word or words that explain the connections between claims and reasons.
- Apply academic vocabulary to express relationships precisely.

W.1.d Establish and maintain a formal style.

Objective

Students will:

- Identify and apply those elements that distinguish formal from informal style.

W.6.1.e Provide a concluding statement or section that follows from and supports the argument presented.

Objectives

Students will:

- Compose a draft of a conclusion that integrates key components of the argument and provides reinforcement for the argument.
- Provide a concluding statement or section that follows from the argument presented.

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.

- Compose a logically organized response to an in-class 45-minute timed prompt.
- Document sources using MLA format.

W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Objectives

Students will:

- Adapt planning and prewriting to address the demands of an informative text, including:
 - refining the focus of a topic
 - gathering information on a specific topic
 - examining information to determine the ideas and concepts
 - effectively organizing information within an established structure
 - using appropriate text features to aid understanding
 - composing a draft of an introduction that presents a thesis clearly.

W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Objectives

Students will:

- Gather information about a topic and compare and contrast that information from a variety of reliable print and digital sources.
- Determine the most appropriate information gathered from a variety of reliable sources.
- Compose a draft of the body with attention to effective organization of information.

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

W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2.e Establish and maintain a formal style.

Objectives

Students will:

- Distinguish those elements that create formal from informal style.
- Use specific words or phrases that support a consistent formal style.

W.6.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Objectives

Students will:

- Compose a draft of a conclusion that
 - integrates key components of the explanation and
 - provides reinforcement for the explanation of a topic.
- Apply the revision and editing stages of the writing process to the writing piece focusing on the audience and purpose.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Objectives

Students will:

- Employ narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Employ a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Use pronouns that are in the proper case (subjective, objective, possessive).
 - Use intensive pronouns (e.g., *myself*, *ourselves*).
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Spell correctly.

Production and Distribution of Writing

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives

Students will:

- Compose texts using prewriting and drafting strategies.
- Demonstrate an understanding and application of the writing process.
- Self-assess when writing, applying their understanding of writing traits (organization, voice, word choice, sentence fluency, conventions and presentation).
- Apply R.A.F.T.S. when unlocking the content of a writing assignment to meet the criteria of the task.
- Use print, human, and electronic resources to evaluate and revise goals.

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.

Objectives

Students will:

- Demonstrate an understanding of different types of writing and the implications for the writing process.
- Reflect on personal prewriting, drafting, revising and editing strategies while engaging in metacognitive exercises throughout all stages of the writing process.
- Analyze growth in strategies of prewriting, drafting, revising and editing using selected evidence from the student folders (hardcopy or electronic files).

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.

Objectives

Students will:

- Collaborate with peers when beginning the prewriting phase (use of electronic sharing tool).
- Demonstrate proficiency when locating information electronic for thesis/claim development.
- Analyze growth in strategies of prewriting, drafting, revising and editing using selected evidence from the student folders (hardcopy or electronic files).

Research to Build and Present Knowledge

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Objectives

Students will:

- Employ the Big6 process model for research
- Information seeking
- Locate and access
- Use of information
- Synthesis

- Evaluate
- Present response to the research question .

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Objectives

Students will:

- 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”).
- 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”).

Range of Writing

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.

Objectives

Students will:

- Craft responses to on-demand, in-class time and untimed writing tasks.
- Construct responses to analytical tasks.
- Construct response to narrative tasks.
- Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate literary texts representing diverse cultures, perspectives, ethnicities, and time periods while self-monitoring for comprehension.
- Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.
- Set personal goals and conference regularly with adults to improve reading.

SPEAKING AND LISTENING

Comprehension and Collaboration

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.

SL1.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.

Objectives

Students will:

- Probe and reflect on ideas, topics, or issues within the text, drawing explicitly from evidence in the text.

- Demonstrate rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, and other techniques as appropriate.
- Identify the main ideas under discussion and apply higher order questions that yield a deeper analysis of those ideas.
- Conduct focused research as necessary to prepare for discussions.
- Access prior knowledge to extend the topic under discussion.

SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Objectives

Students will:

- Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.
- Come to consensus on a framework for a collegial discussion.
- Identify and agree upon the group's purpose/goal and deadlines.
- Organize the group by assuming specific roles as needed.

SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Objectives

Students will:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Select and apply levels of questions to solicit elaboration and exploration of a variety of ideas and information.

SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Objectives

Students will:

- Periodically, summarize the main points or ideas of the discussion.
- Periodically, connect the opinions or perspectives of others to their own opinions.

SL2 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.

Objectives

Students will:

- Apply an understanding of the features and formats of diverse media.
- Determine both the explicit and the implicit ideas found in non-print texts, including digital texts.
- Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.

SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Objectives

Students will:

- Apply critical listening strategies to determine the speaker’s argument and claims.
- 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.
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- 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.
- Align specific claims to their supporting reasons to identify gaps in support.

SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Objectives

Students will:

- Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.
- Apply an organizational pattern that most effectively emphasizes the main ideas or themes of the presentation.
- Include support (e.g., descriptions, facts, and details) that most effectively emphasizes main ideas or themes of the presentation.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Objectives

Students will:

- Select or create multimedia and visual displays that enhance presentations and/or clarify ideas.
- Follow fair use policies when incorporating multimedia components from other sources.

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

Objectives

Students will:

- Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.

LANGUAGE

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objectives

Students will:

- Use pronouns in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself*, *ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Objectives

Students will:

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Objectives

Students will:

- Vary Sentence patterns for meaning, reader/listener interest, and style.

- Maintain consistency in style and tone.

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.

Objectives

Students will:

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
- Consult reference material, both print and digital to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase by checking the meaning in context or in a dictionary.

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objectives

Students will:

- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words such as cause/effect, part/whole, to better understand each of the words.
- Distinguish among the connotations of words with similar denotations.

L.6.6 Acquire and use accurately grade-appropriate academic and domain-specific words and phrases: gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.