

No Foundational Skills section

RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Reading Standards for Literature (RL)

Grade: 6

Reading Standards: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

***MPCL – Maine Partnership in Comprehensive Literacy**

| Common Core Standards | RSU 54/MSAD 54 Objectives | Framework/ Resources/Assessments |
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| <p>Reading Standards for Literature Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> | <p>Reading Standards for Literature Key Ideas and Details <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i> Suggested Reading: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas, pages 126-129.</p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text. • Identify evidence that supports argument. • Consistently make predictions before, during, and after reading using evidence from the text to support thinking. • Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and | <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> |

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| | <p>events).</p> <ul style="list-style-type: none"> • Derive and critique the moral lesson of a text. • Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships. • Identify and discuss the problem, the events of the story and the resolution. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. • Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events). • Derive and critique the moral lesson of a text. <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Hypothesize and discuss the significance of the setting in character development and plot resolution. <p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • In texts with multiple complex characters, infer traits, motivations, and changes | <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Organizing For Literacy.</i> DVD. Dorn & Soffos</p> <p>Assessments</p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| <p>Craft and Structure</p> <p>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.</p> <p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of</p> | <p>through examining how the writer describes them, what they do, what they say and think, and what other characters say about them.</p> <ul style="list-style-type: none"> • Infer themes and ideas from illustrations in graphic text. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Examine character traits in a complex way, recognizing that they are multidimensional and change over time. <p>Writing About Reading Suggested Reading: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas, pages 132-135.</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Provide evidence of understanding complex plots with multiple events and characters in responses to reading or in-text summaries. • Include appropriate and important details when summarizing texts. • Provide details that are important to understanding the relationship among plot, setting, and character traits. <p>Craft and Structure Interactive Read-Aloud, Shared Reading, and Literature Discussion <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Recognize subtle meaning for words used in context. • Keep flexible definitions of complex words | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model |
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| <p>a text and contributes to the development of the theme, setting, or plot.</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> | <p>in order to derive new meanings for them or understand figurative or connotative use.</p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Understand and discuss main and supporting characters and their development using information from description; what characters say, think, and do; and what other characters say and think about them. • Understand subtexts where the author is saying one thing but meaning another. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Recognize differentiation of plot structures for different purposes. • Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending). • Appreciate poetic and literary texts in terms of language, sentence or phrase construction, and organization of the text. • Evaluate the effectiveness of author's use of literary devices such as exaggeration, imagery, and personification. • Recognize the writer's choice of first, second, or third person and discuss and hypothesize the reasons for this decision. <p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English. • Understand a variety of words that | <p>Resources:</p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p> <p>Assessments</p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| | <p>represent big ideas and abstract ideas and concepts.</p> <ul style="list-style-type: none"> • Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning. • Follow complex plots, including texts with literary devices (e.g., flashbacks and stories within stories). • Gain important information from texts with complex plots (often with subplots) multiple characters and episodes, and long stretches of descriptive language and dialogue. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text. • Recognize and understand satire, parody, allegory, and monologue and their purposes and characteristics. • Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect). • Compare and contrast multiple points of view. <p><i>Writing About Reading</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Comment on the author's word choice and use of language to create subtle shades of meaning and to create the mood. | |
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| <p>Integration of Knowledge and Ideas</p> <p>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.</p> <p>8. (Not applicable to literature)</p> <p>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.</p> | <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Show evidence of recognizing the author’s use of literary features such as mood, imagery, exaggeration, plot structure, or personification. • Recognize and discuss different cultural and historical perspectives. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning. • Recognize the narrator and discuss how the choice of first or third person point of view contributes to the reader’s enjoyment and understanding. <p>Interactive Read-Aloud and Literature Discussion</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Build meaning across several texts (fiction and nonfiction). <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy. • Make connections to other texts by topic, major ideas, author’s styles and genres. • Make connections among informational texts and historical fiction and content area | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas</p> |
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| <p>Range of Reading and Level of Text Complexity 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.</p> | <p>study, using information from one setting to assist comprehending in the other.</p> <p>Shared and Performance Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between plays, scripts, and narratives <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between texts and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing. • Connect characters within and across texts and genres by circumstances, traits, or actions. • Specify the nature of connections (topic, content, type of story, writer). <p>Range of Reading and Level of Text Complexity Text Gradient and Instructional Level Expectations: V/W-Y (End of Grade 6 Expectation Y).</p> <p>Suggested Reading: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas, pages 222-237.</p> <p>Interactive Read-Aloud and Literature Discussion <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Self-monitor understanding and ask | <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook.</i> Aimee Buckner</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Organizing For Literacy.</i> DVD. Dorn & Soffos</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> |
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| | <p>questions when meaning is lost.</p> <ul style="list-style-type: none"> • Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Think critically about realistic fiction texts in terms of authenticity of characters, accurate portrayal of current issues, appropriate voice and tone. • Think critically about historical fiction in terms of authentic portrayal of character within the setting and accurate reflection of historical events. • Appreciate poetic and literary texts in terms of language, phrase construction, and organization of the text. <p>Shared and Performance Reading</p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between plays, scripts, and narratives. <p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Change style and pace of reading to reflect purpose. • Change style, pace, and processing to reflect understanding of genre. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and | <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Organizing For Literacy</i>. DVD. Dorn & Soffos</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| <p><u>Reading Standards for Informational Text (RI)</u></p> <p>Key Ideas and Details</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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).</p> | <p>other nonfiction, hybrid texts).</p> <ul style="list-style-type: none"> Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres). <p><u>Reading Standards for Informational Text (RI)</u></p> <p><i>Interactive Read-Aloud and Literature Discussion</i></p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text. Identify evidence that supports argument. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot and events). Derive and critique the moral lesson of a text. <p><i>Guided Reading</i></p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> Support predictions with evidence from the text or from knowledge of genre. Infer the big ideas or themes of a text | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study Word Study Content Workshop (See Glossary) Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas.</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas.</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn.</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones.</p> |
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| | <p>(some texts with mature themes and issues) and discuss how they are applicable to people’s lives today.</p> <ul style="list-style-type: none"> • Infer characters’ or subjects’ thinking processes and struggles at key decision points in their lives in fiction or biography. <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Identify main ideas and supporting details. • Evaluate how the writer has used illustrations and print to convey big ideas. • Notice how the author or illustrator has used illustrations and other graphics to convey meaning or create mood. <p>Oral, Visual, and Technological Communication</p> <p><i>Presentation</i></p> <ul style="list-style-type: none"> • Demonstrate understanding through full development of a topic using facts, statistics, examples, anecdotes, and quotations. <p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> • Express opinions and support with evidence. <p>Writing About Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Continuously check with the evidence in a | <p><i>Organizing For Literacy</i>. DVD. Dorn & Soffos.</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| <p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> | <p>text to ensure that writing reflects understanding.</p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make a wide range of predictions using (and including) information as evidence from the text. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Note specific examples of the writer’s craft (leads, dialogue, definition of terms within the text, divisions of text, use of descriptive language, interesting verbs, ending). • Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters, or uses symbolism, humor, irony, suspense). • Note the different ways the nonfiction writer organized and provided information. <p>Craft and Structure Interactive Read-Aloud and Literature Discussion</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Recognize subtle meaning for words used in context. • Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Notice and discuss the information provided in section titles, headings, and subheadings to predict information | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> |
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| | <p>provided in a text.</p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution. • Notice how the writer has organized an informational text (categories and subcategories, sequence, and others) and evaluate the coherence of the organization. • Derive the author’s purpose and stance even when implicitly stated. <p>Shared and Performance Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice that words have multiple meanings and use this knowledge to understand a text. <p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English. • Understand a variety of words that represent big ideas and abstract ideas and concepts. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice how an author uses words in a connotative way (to imply something beyond the literal meaning). • Understand when a writer has combined | <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6</i>. Max Brand</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| <p>Integration of Knowledge and Ideas 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent</p> | <p>underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect).</p> <ul style="list-style-type: none"> • Critique the biographer’s presentation of a subject, noticing bias. • Analyze texts to determine the writer’s point of view or bias, identifying specific language that reveals bias or qualifies as propaganda. <p>Writing About Reading <i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning. • Use knowledge of genre to interpret and write about the quality or characteristics of a text. <p>Oral, Visual, and Technological Communication <i>Presentation</i></p> <ul style="list-style-type: none"> • Recognize that information is framed by the source’s point of view and use this information to detect bias on websites. • Critically read material published on Internet and compare points of view. <p>Integration of Knowledge and Ideas Interactive Read-Aloud and Literature Discussion <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections among informational | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study |
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| <p>understanding of a topic or issue.</p> <p>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.</p> <p>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).</p> | <p>texts and historical fiction and content area study using information from one setting to assist comprehending in the other.</p> <ul style="list-style-type: none"> • Identify evidence that supports argument. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Evaluate the quality or authenticity of the text, including the writer's qualifications and background knowledge. • Identify contradiction. • Distinguish between fact and opinion. <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Build meaning across several texts (fiction and nonfiction). <p>Oral, Visual, and Technological Communication</p> <p><i>Gathering Information</i></p> <ul style="list-style-type: none"> • Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements. • Locate and validate information on the Internet (from approved sites). • Understand the importance of multiple sites and resources for research. <p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Search for and use information in a wide range of graphics and integrate with information from print (e.g., pictures, | <ul style="list-style-type: none"> • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| | <p>captions, diagrams, illustrations with labels, maps, charts).</p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy. • Build meaning across several texts (fiction and nonfiction). • Mentally form categories of related information and revise them as new information is acquired across the text. • Integrate existing content knowledge with new information from a text to consciously create new understandings. • Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing. • Connect characters within and across texts and genres by circumstances, traits, or actions. • Specify the nature of connections (topic, content, type of story, writer). • Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text. • Critique texts in terms of the writer's bias or the use of exaggeration and subtle misinformation (as in propaganda). • Identify similarities across texts (concepts, | |
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| <p>Range of Reading and Level of Text Complexity</p> <p>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.</p> | <p>theme, style, organization).</p> <p>Range of Reading and Level of Text Complexity</p> <p>Interactive Read-Aloud and Literature Discussion</p> <p>Text Gradient and Instructional Level Expectations: V/W-Y (End of Grade 6 Expectation Y).</p> <p>Suggested Reading: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas, pages 222-237.</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Self-monitor understanding and ask questions when meaning is lost. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy. • Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts. <p>Writing About Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Write statements that reflect understanding of both the text body and graphics and the integration of the two. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Critically analyze the quality of a poem or | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Organizing For Literacy</i>. DVD. Dorn & Soffos</p> <p><u>Assessments</u></p> |
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| | <p>work of fiction or nonfiction, offering rationales for points.</p> <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Process long sentences (thirty or more words) with embedded phrases and clauses. • Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns. • Change style and pace of reading to reflect purpose. • Change style, pace, and processing to reflect understanding of genre. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts). • Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents. • Express tastes and preferences in reading | <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| | and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres). | |
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Content Area: English Language Arts
Writing Standards (W)

Grade : 6

Writing Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understanding mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in CCSS Appendix C.

***MPCL – Maine Partnership in Comprehensive Literacy**

| Common Core Standards | RSU 54/MSAD 54 Objectives | Framework/ Resources/Assessments |
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| <p>Text Types and Purposes 1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to</p> | <p>Text Types and Purposes Writing <i>Essay</i></p> <ul style="list-style-type: none"> • Begin with a title or opening that tells the reader what is being argued or explained—a clearly stated thesis. • Use opinions supported by facts. • Write well–crafted sentences that express the writer’s convictions. <p><i>Organization</i></p> <ul style="list-style-type: none"> • Bring the piece to closure, to a logical conclusion, through an ending or summary statement. • Use well-crafted transitions to support the pace and flow of the writing. • Present reports that are clearly organized with Introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structures (compare and contrast, temporal | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the</i></p> |

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| <p>examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that</p> | <p>sequence, established sequence, cause and effect, problem and solution, description).</p> <ul style="list-style-type: none"> • Support ideas with facts, details, examples, and explanations from multiple authorities. • End an informational text with a thoughtful or enlightening conclusion. • Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structures (compare and contrast, temporal sequence, established sequence, cause and effect, problem and solution, description). • Provide details, examples, and images that develop and support the thesis. <p><i>Idea Development</i></p> <ul style="list-style-type: none"> • Engage the reader with ideas that show strong knowledge of the topic. <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Use dependent and independent clauses correctly to communicate meaning. <p>Oral, Visual, and Technological Communication</p> <p><i>Word Choice</i></p> <ul style="list-style-type: none"> • Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement. <p><i>Ideas and Content</i></p> <ul style="list-style-type: none"> • Support the argument with relevant evidence. | <p><i>Readers Notebook</i>. Aimee Buckner</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook</i>, Aimee Buckner</p> <p><i>A Guide to the Writing Workshop</i>, Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide</i>, Fletcher & Portalupi</p> <p><i>Craft Lessons</i>, Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6</i>. Max Brand</p> <p><i>Mechanically Inclined</i>, Jeff Anderson</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas</i>, Frey & Fisher</p> <p><i>Smart Writing</i>, Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6</i>, Align, Assess, Achieve, LLC</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System |
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| <p>unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p><i>Gathering Information/ Research</i></p> <ul style="list-style-type: none"> • Search to authenticate sources of information. <p><i>Literary Nonfiction</i></p> <ul style="list-style-type: none"> • Include features (e.g., table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (e.g., glossary) to provide information to the reader. • Use headings and subheadings to organize different parts and guide the reader. • Include facts, figures, and graphics as appropriate. • Present details and information in categories or some other logical order. • Write an engaging lead and first section that orient the reader and provide an introduction to the topic. <p><i>Expository Nonfiction</i></p> <ul style="list-style-type: none"> • Understand that feature articles and reports require research and organization. • Use quotes from experts (written texts, speeches, or interviews). • Use new vocabulary specific to the topic. <p><i>Language Use</i></p> <ul style="list-style-type: none"> • Use a variety of transitions and connections (words, phrases, sentences, and paragraphs). • Use descriptive language and dialogue to present characters that appear and develop in memoir, biography and fiction. • Write in first, second, and third person to | <ul style="list-style-type: none"> • Grade 6 Writing Proficiency Guide |
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| | <p>create different effects.</p> <p><i>Word Choice</i></p> <ul style="list-style-type: none"> • Select precise words to reflect the intended message or meaning. • Use transitional words for time flow (next, while). • Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction. <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> • Add transitional words and phrases to clarify meaning and make the writing smoother. • Establish an initiating event in a narrative with a series of events flowing from it. <p><i>Sketching and Drawing</i></p> <ul style="list-style-type: none"> • Create sketches and drawings that are related to the written text and increase reader's understanding and enjoyment. <p><i>Memoir (personal narrative, autobiography)</i></p> <ul style="list-style-type: none"> • Understand a personal narrative as a type of memoir that tells a story from the writer's life. <p><i>Short Fiction</i></p> <ul style="list-style-type: none"> • Understand fiction as a short story about an event in the life of a main character. • Use dialogue skillfully in ways that show character traits and feelings. • Compose a narrative with setting, dialogue, | |
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| <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p> <p>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.</p> | <p>plot or conflict, main characters, specific details, and satisfying ending.</p> <p>Production and Distribution of Writing (30% Opinion, 30% Explanatory, 30% Narrative)</p> <p><i>Organization</i></p> <ul style="list-style-type: none"> Organize the text appropriately as a narrative or informational piece. <p><i>Rehearsing/Planning</i></p> <ul style="list-style-type: none"> Understand how the purpose of the writing influences the selection of genre. Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan. Write with a specific reader or audience in mind. Select from a variety of forms the kind of text that will fit the purpose (books with illustrations and words; alphabet books; label books; poetry books; question and answer books; illustration-only books). Generate and expand ideas through talk with peers and teacher. Observe carefully events, people, settings, and other aspects of the world to gather information on a topic or to make a story and characters true to life. Get ideas from other books and writers about how to approach a topic. <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> Identify vague parts and change the language or content to be more precise, to | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study Word Study Content Workshop (See Glossary) Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook.</i> Aimee Buckner</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook,</i> Aimee Buckner</p> <p><i>A Guide to the Writing Workshop,</i> Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide,</i> Fletcher & Portalupi</p> <p><i>Craft Lessons,</i> Fletcher & Portalupi</p> |
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| | <p>the point, or specific.</p> <ul style="list-style-type: none"> • Understand revision as a means for making written messages stronger and clearer to readers. • Change writing in response to peer or teacher feedback. • Understand that a writer rereads and revises while drafting (recursive process). • Reread writing to check for clarity and purpose. • Reshape writing to make the text into different genre (e.g., personal narrative to poem). <p><i>Editing and Proofreading</i></p> <ul style="list-style-type: none"> • Understand that the writer shows respect for the reader by applying what is known about conventions. • Know how to use an editing and proofreading checklist. <p><i>Viewing Self as a Writer</i></p> <ul style="list-style-type: none"> • Take risks as a writer. • Discuss what one is working on as a writer. • Self-evaluate own writing and talk about what is good about it and what techniques were used. • Seek feedback on writing. <p><i>Handwriting/Word-Processing</i></p> <ul style="list-style-type: none"> • Use word-processing with understanding of how to produce and vary text (layout, font, special techniques). | <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6</i>. Max Brand</p> <p><i>Mechanically Inclined</i>, Jeff Anderson</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas</i>, Frey & Fisher</p> <p><i>Smart Writing</i>, Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6</i>, Align, Assess, Achieve, LLC</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <ul style="list-style-type: none"> • Use efficient keyboarding skills to create, drafts, revise, edit, and publish. <p><i>General Communication</i></p> <ul style="list-style-type: none"> • Send and respond to email messages, adjusting style to audience. • Participate in online learning groups. • Understand the concept of networking and be able to identify various components of a computer system. <p><i>Publishing</i></p> <ul style="list-style-type: none"> • Scan materials, such as photos, to incorporate into reports and nonlinear presentations. • Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products. <p>Research to Build and Present Knowledge</p> <p><i>Test Writing</i></p> <ul style="list-style-type: none"> • Write concisely and to the direction of the question or prompt. • Respond to a text in a way that reflects analytic or aesthetic thinking. • State a point of view and provide evidence. • State alternate points of view and critically analyze the evidence for each. <p><i>Rehearsing/Planning</i></p> <ul style="list-style-type: none"> • Ask relevant questions in talking about a topic. • Form questions and locate sources for | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6).</i> Gay Su Pinnell & Irene C. Fountas</p> |
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| <p>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”).</p> <p>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”).</p> | <p>information about a topic.</p> <ul style="list-style-type: none"> • Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books). • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Understand the concept of plagiarism and avoid it (e.g., using quotes and citing resources). • Conduct research to gather information in planning a writing project (e.g., live interviews, Internet, artifacts, articles, books). • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. <p>Oral, Visual and Technological Communication <i>Gathering Information/Research</i></p> <ul style="list-style-type: none"> • Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements. • Understand the importance of multiple sites and resources for research. • Locate and validate information on the Internet (approved sites). • Recognize that the information is framed | <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook.</i> Aimee Buckner</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook,</i> Aimee Buckner</p> <p><i>A Guide to the Writing Workshop,</i> Lucy Calkins</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6.</i> Max Brand</p> <p><i>Mechanically Inclined,</i> Jeff Anderson</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas,</i> Frey & Fisher</p> <p><i>Better Answers, Written Performance That Sounds Good and Sounds Smart,</i> Ardith Cole</p> <p><i>Smart Writing,</i> Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6,</i> Align, Assess, Achieve, LLC</p> |
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| | <p>by the sources point of view and use this information to detect bias on websites.</p> <ul style="list-style-type: none"> • Critically read information published on the Internet and compare points of view. <p>Writing About Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Include appropriate and important details when summarizing texts. • Continuously check with the evidence in a text to ensure that writing reflects understanding. • Remember significant details from a longer series of events and use them to analyze the story. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between historical and cultural knowledge and a text. • Support Thinking Beyond the Text with specific evidence from the text or personal knowledge. • Make a wide range of predictions using (and including) information as evidence from the text. • Show evidence of connections to other texts (theme, plot, characters, structure, writing style). • Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Analyze a text or group of texts to reveal | <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| <p>Range of Writing 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.</p> | <p>insights into the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense).</p> <p>Writing <i>Expository Nonfiction</i></p> <ul style="list-style-type: none"> • Include a bibliography of references, in appropriate style, to support a report or article. <p><i>Idea Development</i></p> <ul style="list-style-type: none"> • Provide details that are accurate, relevant, interesting, and vivid. <p><i>Publishing</i></p> <ul style="list-style-type: none"> • Cite and credit material downloaded from interactive media. <p>Range of Writing <i>Short Fiction (short story)</i></p> <ul style="list-style-type: none"> • Understand how to write various kinds of fiction by studying mentor texts (e.g., myth, legends, fable, fairy tale, historical fiction, fantasy). <p><i>Biography</i></p> <ul style="list-style-type: none"> • Write various kinds of biographical pieces by studying mentor texts. <p><i>Expository Nonfiction</i></p> <ul style="list-style-type: none"> • Understand that feature articles and reports require research and organization. <p><i>Poetry</i></p> <ul style="list-style-type: none"> • Understand poetry as a unique way to communicate about and describe feelings, sensory images, ideas, or stories. <p><i>Test Writing</i></p> | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn</p> |
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| | <ul style="list-style-type: none"> Analyze prompts to determine purpose, audience, and genre (story, essay, persuasive letter). Write a clear and focused response that will be easy for the evaluator to understand. <p><i>Language Use</i></p> <ul style="list-style-type: none"> Vary language and style as appropriate to audience and purpose. <p><i>Rehearsing/Planning</i></p> <ul style="list-style-type: none"> Use a writer’s notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting. Gather a variety of entries (character map, timeline, sketches, observations, free writes, drafts, lists) in a writer’s notebook. <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> Understand revision as a means for making written messages stronger and clearer to readers. Reread and revise the discovery draft or rewrite sections to clarify meaning. Reread writing to check for clarity and purpose. <p><i>Editing and Proofreading</i></p> <ul style="list-style-type: none"> Understand that the writer shows respect for the reader by applying what is known about conventions. <p><i>Viewing Self as a Writer</i></p> <ul style="list-style-type: none"> Write in a variety of genres across the year. View self as a writer. Write with initiative, investment, and | <p>& Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook.</i> Aimee Buckner</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook,</i> Aimee Buckner</p> <p><i>A Guide to the Writing Workshop,</i> Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide,</i> Fletcher & Portalupi</p> <p><i>Craft Lessons,</i> Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6.</i> Max Brand</p> <p><i>Mechanically Inclined,</i> Jeff Anderson <i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas,</i> Frey & Fisher</p> <p><i>Smart Writing,</i> Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6,</i> Align, Assess, Achieve, LLC</p> <p><u>Assessments</u></p> |
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| | <p>independence.</p> <ul style="list-style-type: none">• Self-evaluate own writing and talk about what is good about it and what techniques were used.• State what was learned from each piece of writing.• Be productive as a writer; write a specified quantity within a designated time period (e.g., one piece each week). | <ul style="list-style-type: none">• Fountas & Pinnell Benchmark Assessment System• Grade 6 Writing Proficiency Guide |
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Speaking and Listening Standards (SL)

Grade: 6

Speaking and Listening Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

*MPCL – Maine Partnership in Comprehensive Literacy

| Common Core Standards | RSU 54/MSAD 54 Objectives | Framework/ Resources/Assessments |
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| <p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> | <p>Comprehension and Collaboration</p> <p>Interactive Read-Aloud and Literature Discussion</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ● Remember where to find information in more complex texts so opinions and theories can be checked through revisiting. ● Notice and remember significant information from illustrations or graphics. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ● Form implicit questions and search for answers in the text while listening and during discussion. ● Compare perspectives with other readers and build on the ideas of others in discussion. ● Notice and discuss the information provided in section titles, headings, subheadings to predict information provided in a text. <p><i>Thinking About the Text</i></p> | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> ● Reading Workshop ● Writing Workshop ● Language Study ● Word Study ● Content Workshop (See Glossary) ● Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers (3-6).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook.</i> Aimee Buckner</p> |

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| <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>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.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> | <ul style="list-style-type: none"> • Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole. <p>Oral, Visual, and Technological Communication</p> <p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> • Use conventions of respectful speaking. • Respond to others’ ideas before changing the subject. • Work to use tone and gesture in a collaborative and meaningful way. • Evaluate one’s own part as a discussant as well as the effectiveness of the group. • Facilitate the entire group’s discussion by ensuring that no one dominates and everyone has a chance to speak. • Monitor own understanding of others’ comments and ask for clarification and elaboration. • Restate points that have been made and extend or elaborate them. • Restate or paraphrase the statements of others. • Negotiate issues without conflict or anger. <p><i>Listening and Understanding</i></p> <ul style="list-style-type: none"> • Critique presentations with regard to logic or presentation of evidence for arguments. • Examine information regarding the credibility of the speaker (or media messages). • Recognize faulty reasoning and bias in | <p><i>Notebook Know-How, Strategies for the Writer's Notebook</i>, Aimee Buckner</p> <p><i>A Guide to the Writing Workshop</i>, Lucy Calkins</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6</i>. Max Brand</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas</i>, Frey & Fisher</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| <p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and</p> | <p>presentations and media messages.</p> <p><i>Presentation</i></p> <ul style="list-style-type: none"> • Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement. • Support the argument with relevant evidence. • Recognize that information is framed by the source’s point of view and use this information to detect bias on websites. <p><i>Technology</i></p> <ul style="list-style-type: none"> • Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements. • Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people. <p>Presentation of Knowledge and Ideas Oral, Visual, and Technological Communication</p> <p><i>Presentation</i></p> <ul style="list-style-type: none"> • Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people. • Speak directly to the audience, making eye contact with individuals. • Demonstrate a well-organized presentation with a clear introduction, body and well- | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> |
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| <p>tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> | <p>drawn conclusions.</p> <ul style="list-style-type: none"> • Demonstrate the ability to select important information for a concise presentation. • Demonstrate understanding through a full development of a topic using facts, statistics, examples, anecdotes and quotations. • Make expository presentations that report research or explore a topic thoroughly. • Make persuasive presentations that present a clear and logical argument. • Use visual displays (diagrams, charts, illustrations, video, multimedia, and all available technology) in ways that illustrate and extend the major points of the presentation. • Create nonlinear presentations using video, photos, voice-over, and other elements. • Scan materials, such as photos, to incorporate into reports and nonlinear presentations. • Select appropriate forms of graphics to represent particular types of data (e.g., bar or line graphs). • Use digital photos or illustrations from the Internet. • Create slides (e.g., PowerPoint) to accompany a report. • Communicate knowledge through multimedia presentations, desktop published reports, and other electronic media. | <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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| | <ul style="list-style-type: none"> • Deliver both formal and informal presentations in a dynamic way. • Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs). • Have an audience in mind before planning the presentation. <p>Shared and Performance Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Reflect meaning with voice through pause, stress, phrasing, and intonation. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Use voice quality and volume to reflect inferences as to characters' attributes, feelings, and underlying motivations. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Use voice to convey the author's purpose or stance. • Use voice to reflect literary features such as exaggeration, imagery, or personification. | |
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Language Standards (L)

Grade: 6

Language Standards: The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understanding that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See CCSS table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

*MPCL – Maine Partnership in Comprehensive Literacy

| Common Core Standards | RSU 54/MSAD 54 Objectives | Framework Resources/Assessments |
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| <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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.*</p> | <p>Conventions of Standard English Writing</p> <p><i>Conventions</i></p> <ul style="list-style-type: none"> • Use nouns, verbs, pronouns, adjectives, adverbs, and prepositions in agreement and in conventional order within sentences. • Identify and use special uses of capitalization (headings, titles, emphasis). • Use commas and parentheses to set off parenthetical information. • Spell a large number (500+) of high-frequency words, a wide range of plurals, and base words with inflectional endings. <p>Oral, Visual, and Technological Communication</p> <p><i>Social Interaction</i></p> <ul style="list-style-type: none"> • Use conventions of respectful speaking. <p><i>Presentation</i></p> | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn & Carla Soffos</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook,</i> Aimee Buckner</p> |

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| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> | <ul style="list-style-type: none"> • Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people. | <p><i>A Guide to the Writing Workshop</i>, Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide</i>, Fletcher & Portalupi</p> <p><i>Craft Lessons</i>, Fletcher & Portalupi</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6</i>. Max Brand</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas</i>, Frey & Fisher</p> <p><i>Mechanically Inclined</i>, Jeff Anderson</p> <p><i>Language Arts Today</i>, McGraw Hill</p> <p><i>Write Traits</i></p> <p><i>Write Source: A Book for Writing, Thinking and Learning, Grade 6</i>. Kemper, Sebranek & Meyer</p> <p><i>Smart Writing</i>, Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6</i>, Align, Assess, Achieve, LLC</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark |
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| <p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> | <p>Knowledge of Language Writing <i>Grammar</i></p> <ul style="list-style-type: none"> • Vary sentence structure and length for reasons of craft. <p>Oral, Visual, and Technological Communication <i>Organization</i></p> <ul style="list-style-type: none"> • Select genre of oral presentation with audience in mind. | <p>Assessment System</p> <ul style="list-style-type: none"> • Grade 6 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn & Carla Soffos</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook,</i> Aimee Buckner</p> <p><i>A Guide to the Writing Workshop,</i> Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide,</i> Fletcher & Portalupi</p> <p><i>Sitton Spelling Program</i></p> <p><i>Craft Lessons,</i> Fletcher & Portalupi</p> |
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| <p>Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing</p> | <p>Vocabulary Acquisition and Use Word-Solving Actions</p> <ul style="list-style-type: none"> • Use the context of the sentence, paragraph, or whole text to help determine the precise | <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6.</i> Max Brand</p> <p><i>Mechanically Inclined,</i> Jeff Anderson</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas,</i> Frey & Fisher</p> <p><i>Language Arts Today,</i> McGraw Hill</p> <p><i>Write Traits</i></p> <p><i>Write Source: A Book for Writing, Thinking and Learning, Grade 6.</i> Kemper, Sebranek & Meyer</p> <p><i>Smart Writing,</i> Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6,</i> Align, Assess, Achieve, LLC</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study |
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| <p>flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping,</p> | <p>meaning of a word.</p> <ul style="list-style-type: none"> • Use knowledge of Greek and Latin roots in deriving the meaning of words while reading texts. • Distinguish between multiple meanings of words when reading texts. • Recognize and use the different types of dictionaries, general, specialized (synonyms, abbreviations, theme or topic, foreign language, thesaurus, electronic). <p>Oral, Visual, and Technological Communication</p> <ul style="list-style-type: none"> • Use a variety of technology tools (dictionary, thesaurus, grammar checker, calculator, spell checker) to maximize the accuracy of technology-produced products. <p>Phonics, Spelling, and Word Study</p> <p><i>Word Meaning</i></p> <ul style="list-style-type: none"> • Recognize and use words as metaphors and similes to make comparisons. <p><i>Word-solving Actions</i></p> <ul style="list-style-type: none"> • Understand the concept of analogy and its use in discovering relationships between and among words. • Distinguish between multiple meanings of words when reading texts. <p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice new and useful words and intentionally record and remember them to | <ul style="list-style-type: none"> • Content Workshop (See Glossary) • Coaching Model <p>Resources:</p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn & Carla Soffos</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook,</i> Aimee Buckner</p> <p><i>A Guide to the Writing Workshop,</i> Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide,</i> Fletcher & Portalupi</p> <p><i>Craft Lessons,</i> Fletcher & Portalupi</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6.</i> Max Brand</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas,</i> Frey & Fisher</p> <p><i>Mechanically Inclined,</i> Jeff Anderson</p> <p><i>Language Arts Today,</i> McGraw Hill</p> |
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| <p>economical, thrifty).</p> <p>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.</p> | <p>expand oral and written vocabulary.</p> | <p><i>Write Traits</i></p> <p><i>Write Source: A Book for Writing, Thinking and Learning, Grade 6.</i> <i>Kemper, Sebranek & Meyer</i></p> <p><i>Smart Writing, Laura Robb</i></p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6, Align, Assess, Achieve, LLC</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 6 Writing Proficiency Guide |
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Art

Grade: 6

Reading Standards in History/ Social Studies, Science and Technical Subjects 6–12 (RH)

Reading Standards for Literacy in History/Social Studies 6–12: The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The College and Career Readiness Anchor Standards for reading, CCR, and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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| <p>Key Ideas and Details</p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> | <p>Key Ideas and Details <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i> <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text. • Identify evidence that supports argument. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Infer themes and ideas from illustrations in graphic text. | <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p>Resources: <i>Social Studies the World</i>, Scott Foresman Publications- Student Text</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> |
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| <p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> | <p><i>Writing About Reading</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Include appropriate and important details when summarizing texts. <p>Craft and Structure <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Recognize subtle meaning for words used in context. • Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Understand and discuss main and supporting characters and their development using information from description; what characters say, think, and do; and what other characters say and think about them. • Understand subtexts where the author is saying one thing but meaning another. <p><i>Guided Reading</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than | <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> <p><i>Smart Writing</i>, Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6</i>, Align, Assess, Achieve, LLC</p> <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Social Studies the World</i>, Scott Foresman Publications- Student Text</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with</i></p> |
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| <p>Integration of Knowledge and Ideas</p> | <p>English.</p> <ul style="list-style-type: none"> • Understand a variety of words that represent big ideas and abstract ideas and concepts. • Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text. • Recognize and understand satire, parody, allegory, and monologue and their purposes and characteristics. • Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect). • Compare and contrast multiple points of view. <p>Writing About Reading</p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Recognize and discuss different cultural and historical perspectives. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning. <p>Interactive Read-Aloud and Literature</p> | <p><i>Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> <p><i>Smart Writing</i>, Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6</i>, Align, Assess, Achieve, LLC</p> <p><u>MPCL-Framework:</u></p> |
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| <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> | <p>Discussion <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Build meaning across several texts (fiction and nonfiction). <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections to their own lives and contemporary issues and problems across all genres, including historical fiction and high fantasy. • Make connections to other texts by topic, major ideas, author’s styles and genres. • Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other. <p>Guided Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between texts and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing. • Connect characters within and across texts and genres by circumstances, traits, or actions. • Specify the nature of connections (topic, content, type of story, writer). <p>Range of Reading and Level of Text Complexity</p> | <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Social Studies the World</i>, Scott Foresman Publications- Student Text</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> <p>MPCL-Framework:</p> |
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| <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> | <p>Text Gradient and Instructional Level Expectations V-Z (End of Grade 6 Expectation Y/Z).</p> <p>Suggested Reading: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas, pages 222-237.</p> <p>Interactive Read-Aloud and Literature Discussion <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Self-monitor understanding and ask questions when meaning is lost. • Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Think critically about realistic fiction texts in terms of authenticity of characters, accurate portrayal of current issues, appropriate voice and tone. • Think critically about historical fiction in terms of authentic portrayal of character within the setting and accurate reflection of historical events. • Appreciate poetic and literary texts in terms of language, phrase construction, and organization of the text. <p>Shared and Performance Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between plays, scripts, and narratives. <p>Guided Reading</p> | <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Social Studies the World</i>, Scott Foresman Publications- Student Text</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> |
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| | <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none">• Change style and pace of reading to reflect purpose.• Change style, pace, and processing to reflect understanding of genre. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none">• Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts).• Express tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres). | |
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| <p><u>Reading Standards for Literacy in Science and Technical Subjects 6–12</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of science and technical texts. 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | <p><u>Reading Standards for Literacy in Science and Technical Subjects 6–12</u></p> <p>Key Ideas and Details <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i> <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Support Thinking Beyond the Text with specific evidence based on personal experience, or knowledge or evidence from the text. • Identify evidence that supports argument. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text. <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Construct summaries that are concise and reflect the important and overarching ideas and information in texts. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Infer themes and ideas from illustrations in graphic text. | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Science: A Closer Look</i>, MacMillan/McGraw-Hill Student Text</p> <p>Foss Kits</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> |
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| <p>Craft and Structure</p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> | <p>Craft and Structure <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Recognize subtle meaning for words used in context. • Keep flexible definitions of complex words in order to derive new meanings for them or understand figurative or connotative use. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Understand and discuss main and supporting characters and their development using information from description; what characters say, think, and do; and what other characters say and think about them. • Understand subtexts where the author is saying one thing but meaning another. <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English. • Understand a variety of words that represent big ideas and abstract ideas and concepts. • Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Recognize the use of figurative or | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Science: A Closer Look</i>, MacMillan/McGraw-Hill Student Text</p> <p>Foss Kits</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> |
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| <p>Integration of Knowledge and Ideas 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> | <p>descriptive language and talk about how it adds to the quality of a text.</p> <ul style="list-style-type: none"> • Recognize and understand satire, parody, allegory, and monologue and their purposes and characteristics. • Understand when a writer has combined underlying organizational structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect). • Compare and contrast multiple points of view. <p>Writing About Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Recognize and discuss different cultural and historical perspectives. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Describe, analyze, and write critically about a text as an integrated whole, including how text, illustrations, and other features work together to convey meaning. <p>Integration of Knowledge and Ideas Interactive Read-Aloud and Literature Discussion <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Build meaning across several texts (fiction and nonfiction). <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections to their own lives and contemporary issues and problems | <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C.</p> |
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| <p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>Range of Reading and Level of Text Complexity 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> | <p>across all genres, including historical fiction and high fantasy.</p> <ul style="list-style-type: none"> • Make connections to other texts by topic, major ideas, author’s styles and genres. • Make connections among informational texts and historical fiction and content area study, using information from one setting to assist comprehending in the other. <p>Guided Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between texts and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing. • Connect characters within and across texts and genres by circumstances, traits, or actions. • Specify the nature of connections (topic, Content, type of story, writer). <p>Range of Reading and Level of Text Complexity Interactive Read-Aloud and Literature Discussion <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Self-monitor understanding and ask questions when meaning is lost. • Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts. | <p>Fountas</p> <p><i>Science: A Closer Look</i>, MacMillan/McGraw-Hill Student Text</p> <p>Foss Kits</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas, pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell & Irene C.</p> |
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| | <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Think critically about realistic fiction texts in terms of authenticity of characters, accurate portrayal of current issues, appropriate voice and tone. • Think critically about historical fiction in terms of authentic portrayal of character within the setting and accurate reflection of historical events. • Appreciate poetic and literary texts in terms of language, phrase construction, and organization of the text. <p>Shared and Performance Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between plays, scripts, and narratives. <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Change style and pace of reading to reflect purpose. • Change style, pace, and processing to reflect understanding of genre. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice and understand aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction, hybrid texts). • Express tastes and preferences in reading and support choices with specific descriptions of text features | <p>Fountas</p> <p><i>Science: A Closer Look</i>, MacMillan/McGraw-Hill Student Text</p> <p>Foss Kits</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> |
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| | <p>(plots, use of language, kinds of characters, genres).</p> | |
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Art

Grade: 6

Writing Standards in History/ Social Studies, Science and Technical Subjects 6–12 (WHST)

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12: The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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| <p>Text Types and Purposes</p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>Text Types and Purposes</p> <p>Writing</p> <p><i>Essay</i></p> <ul style="list-style-type: none"> • Begin with a title or opening that tells the reader what is being argued or explained—a clearly stated thesis. • Use opinions supported by facts. • Write well-crafted sentences that express the writer’s convictions. <p><i>Organization</i></p> <ul style="list-style-type: none"> • Bring the piece to closure, to a logical conclusion, through an ending or summary statement. • Use well-crafted transitions to support the pace and flow of the writing. • Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structures (compare and contrast, temporal sequence, established sequence, cause and effect, problem and solution, description). • Support ideas with facts, details, | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Science: A Closer Look</i>, MacMillan/McGraw-Hill Student Text</p> <p><i>Social Studies the World</i>, Scott Foresman Publications- Student Text</p> <p>Foss Kits</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> |
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| <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>3. (See note; not applicable as a separate requirement) Note: Students' narrative skills continue to</p> | <p>examples, and explanations from multiple authorities.</p> <ul style="list-style-type: none"> • End an informational text with a thoughtful or enlightening conclusion. • Present reports that are clearly organized with introduction, facts and details to illustrate the important ideas, logical conclusions, and common expository structures (compare and contrast, temporal sequence, established sequence, cause and effect, problem and solution, description). • Provide details, examples, and images that develop and support the thesis. <p><i>Idea Development</i></p> <ul style="list-style-type: none"> • Engage the reader with ideas that show strong knowledge of the topic. <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Use dependent and independent clauses correctly to communicate meaning. <p>Oral, Visual, and Technological Communication</p> <p><i>Word Choice</i></p> <ul style="list-style-type: none"> • Use specific vocabulary to argue, draw contrasts, indicate agreement and disagreement. <p><i>Ideas and Content</i></p> <ul style="list-style-type: none"> • Support the argument with relevant evidence. <p><i>Gathering Information/Research</i></p> <ul style="list-style-type: none"> • Search to authenticate sources of | <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook</i>, Aimee Buckner</p> <p><i>A Guide to the Writing Workshop</i>, Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide</i>, Fletcher & Portalupi</p> <p><i>Craft Lessons</i>, Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p> |
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| <p>grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> | <p>information.</p> <p><i>Literary Nonfiction</i></p> <ul style="list-style-type: none"> • Include features (e.g., table of contents, boxes of facts set off from the text, diagrams, charts) and other tools (e.g., glossary) to provide information to the reader. • Use headings and subheadings to organize different parts and guide the reader. • Include facts, figures, and graphics as appropriate. • Present details and information in categories or some other logical order. • Write an engaging lead and first section that orient the reader and provide an Introduction to the topic. <p><i>Expository Nonfiction</i></p> <ul style="list-style-type: none"> • Understand that feature articles and reports require research and organization. • Use quotes from experts (written texts, speeches, or interviews). • Use new vocabulary specific to the topic. <p><i>Language Use</i></p> <ul style="list-style-type: none"> • Use a variety of transitions and connections (words, phrases, sentences, and paragraphs). • Use descriptive language and dialogue to present characters that appear and develop in memoir, biography and | <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6.</i> Max Brand</p> <p><i>Mechanically Inclined,</i> Jeff Anderson</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas,</i> Frey & Fisher</p> <p><i>Smart Writing,</i> Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6, Align, Assess, Achieve,</i> LLC</p> |
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| <p>Research to Build and Present Knowledge 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of</p> | <p>fiction.</p> <ul style="list-style-type: none"> • Write in first, second, and third person to create different effects. <p><i>Word Choice</i></p> <ul style="list-style-type: none"> • Select precise words to reflect the intended message or meaning. • Use transitional words for time flow (next, while). • Use concrete sensory details and descriptive language to develop plot (tension and problem resolution) and setting in memoir, biography and fiction. <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> • Add transitional words and phrases to clarify meaning and make the writing smoother. • Establish an initiating event in a narrative with a series of events flowing from it. <p><i>Sketching and Drawing</i></p> <ul style="list-style-type: none"> • Create sketches and drawings that are related to the written text and increase reader’s understanding and enjoyment. <p>Research to Build and Present Knowledge <i>Test Writing</i></p> <ul style="list-style-type: none"> • Write concisely and to the direction of the question or prompt. • Respond to a text in a way that reflects | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model |
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| <p>exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p> | <p>analytic or aesthetic thinking.</p> <ul style="list-style-type: none"> • State a point of view and provide evidence. • State alternate points of view and critically analyze the evidence for each. <p><i>Rehearsing/Planning</i></p> <ul style="list-style-type: none"> • Ask relevant questions in talking about a topic. • Form questions and locate sources for information about a topic. • Conduct research to gather information in planning a writing project (e.g., live interviews, internet, artifacts, articles, books). • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Understand the concept of plagiarism and avoid it (e.g., using quotes and citing resources). • Conduct research to gather information in planning a writing project (e.g., live interviews, internet, artifacts, articles, books). • Search for appropriate information from multiple sources (books and other print materials, websites, interviews). • Record sources of information for citation. | <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Science: A Closer Look</i>, MacMillan/McGraw-Hill Student Text</p> <p><i>Social Studies the World</i>, Scott Foresman Publications- Student Text</p> <p>Foss Kits</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644.</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> <p><i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> |
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| | | <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach.</i> Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook.</i> Aimee Buckner</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook,</i> Aimee Buckner</p> <p><i>A Guide to the Writing Workshop,</i> Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide,</i> Fletcher & Portalupi</p> <p><i>Craft Lessons,</i> Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy.</i> Linda J. Dorn, Cathy French & Tommy Jones</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6.</i> Max Brand</p> <p><i>Mechanically Inclined,</i> Jeff Anderson</p> <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas,</i> Frey & Fisher</p> <p><i>Smart Writing,</i> Laura Robb</p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6, Align, Assess, Achieve,</i> LLC</p> |
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| <p>Range of Writing 10. Write routinely over extended time frames (time for 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.</p> | <p>Range of Writing Oral, Visual and Technological Communication <i>Gathering Information/Research</i></p> <ul style="list-style-type: none"> • Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements. • Understand the importance of multiple sites and resources for research. • Locate and validate information on the Internet (approved sites). • Recognize that the information is framed by the sources point of view and use this information to detect bias on websites. • Critically read information published on the Internet and compare points of view. <p>Writing About Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Include appropriate and important details when summarizing texts. • Continuously check with the evidence in a text to ensure that writing reflects understanding. • Remember significant details from a longer series of events and use them to analyze the story. <p><i>Thinking Beyond the Text</i></p> | <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Content Workshop (See Glossary) • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Science: A Closer Look</i>, MacMillan/McGraw-Hill Student Text</p> <p><i>Social Studies the World</i>, Scott Foresman Publications- Student Text</p> <p>Foss Kits</p> <p><i>Guiding Readers and Writers (3-6)</i>. Gay Su Pinnell & Irene C. Fountas. pages 144-406, Index page 644</p> <p><i>Strategies That Work</i>, Harvey & Goudvis</p> <p><i>Building Content Literacy, Strategies for the Adolescent Learner</i>, Sejnost & Thiese</p> <p><i>Make It Real, Strategies for Success with Informational Texts</i>, Linda Hoyt</p> |
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| | <ul style="list-style-type: none"> • Make connections between historical and cultural knowledge and a text. • Support Thinking Beyond the Text with specific evidence from the text or personal knowledge. • Make a wide range of predictions using (and including) information as evidence from the text. • Show evidence of connections to other texts (theme, plot, characters, structure, writing style). • Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Analyze a text or group of texts to reveal insights into the writer’s craft (the way the writer reveals characters or uses symbolism, humor, irony, suspense). <p>Writing <i>Expository Nonfiction</i></p> <ul style="list-style-type: none"> • Include a bibliography of references, in appropriate style, to support a report or article. <p><i>Idea Development</i></p> <ul style="list-style-type: none"> • Provide details that are accurate, relevant, interesting, and vivid. <p><i>Publishing</i></p> <ul style="list-style-type: none"> • Cite and credit material downloaded from interactive media. | <p><i>Reality Checks, Reading Comprehension with Non-Fiction, K-5</i>, Tony Stead</p> <p><i>Text, Forms, and Features A Resource for Intentional Teaching</i>, Margaret Mooney</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Deep Comprehension, A Reading Workshop Approach</i>. Linda Dorn & Carla Soffos</p> <p><i>Notebook Connections, Strategies for the Readers Notebook</i>. Aimee Buckner</p> <p><i>Notebook Know-How, Strategies for the Writer's Notebook</i>, Aimee Buckner</p> <p><i>A Guide to the Writing Workshop</i>, Lucy Calkins</p> <p><i>Writing Workshop, The Essential Guide</i>, Fletcher & Portalupi</p> <p><i>Craft Lessons</i>, Fletcher & Portalupi</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones.</p> <p><i>Word Savvy, Integrated Vocabulary, Spelling, & Word Study, Grades 3-6</i>. Max Brand.</p> <p><i>Mechanically Inclined</i>, Jeff Anderson</p> |
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| | | <p><i>Learning Words Inside & Out, Vocabulary Instruction that Boosts Achievement in All Subject areas, Frey & Fisher</i></p> <p><i>Smart Writing, Laura Robb</i></p> <p><i>The Common Core Clarifying Expectations for Teachers and Students: Grade 6, Align, Assess, Achieve, LLC</i></p> |
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