

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

Unit 1 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).	RL.6.1	Mini-lesson, modeling
2	Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).	RL.6.1	Mini-lesson, modeling
3	Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgements.	RL.6.2	Mini-lesson, modeling
4	Describe how a particular story’s plot unfolds in a series of episodes in 6th grade text(s).	RL.6.3	Mini-lesson, modeling
5	Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).	RL.6.3	Mini-lesson, modeling
6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., “organization” connotes a sense of neatness).	RL.6.4	Guided Reading, Small group
7	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.	RL.6.4	Guided Reading, Small group
8	Analyze how a particular sentence fits into a text’s structure and contributes to theme development.	RL.6.5	Mini-lesson, Reader’s Notebook

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

9	Analyze how a particular chapter fits into a text’s structure and contributes to theme development.	RL.6.5	Mini-lesson, Reader’s Notebook
10	Analyze how a particular sentence fits into a text’s structure and contributes to setting development.	RL.6.5	Mini-lesson, Reader’s Notebook
11	Analyze how a particular chapter fits into a text’s structure and contributes to setting development.	RL.6.5	Mini-lesson, Reader’s Notebook
12	Analyze how a particular sentence fits into a text’s structure and contributes to plot development.	RL.6.5	Mini-lesson, Reader’s Notebook
13	Analyze how a particular chapter fits into a text’s structure and contributes to plot development.	RL.6.5	Mini-lesson, Reader’s Notebook
14	Explain how an author develops the point of view of the narrator or speaker in a text.	RL.6.6	Read-aloud, mini-lesson
15	Compare and contrast the experience of reading a story 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.	RL.6.7	Read-aloud, technology, graphic organizer
16	Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.6.3b.	Modeling, independent writing
17	Write narratives to develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	W.6.3d.	Modeling, independent writing
18	Write narratives to develop real or imagined experiences or events using well-structured event sequences.	W.6.3a.	Modeling, independent writing

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

19	Write narratives to develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically .	W.6.3a.	Modeling, independent writing
20	Write narratives to develop real or imagined experiences or events to engage and orient the reader by establishing a context .	W.6.3a.	Modeling, independent writing
21	Write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters.	W.6.3a.	Modeling, independent writing
22	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	W.6.3c	Independent writing, peer editing
23	When writing narratives, provide a conclusion that follows from the narrated experiences or events.	W.6.3e.	Independent writing, peer editing
24	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4	Writing conferences
25	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.	W.6.5	Peer editing, writing conferences
26	Use technology, including the Internet, to produce and publish narrative 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.	W.6.6	Utilizing technology, computers

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

27	Draw evidence from 6th grade literary texts to support analysis and reflection; 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”).	W.6.9a	Modeling, read-alouds
28	Write narratives 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.	W.6.10	Independent writing, timed writing
29	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.	SL.6.1	Small group, whole group discussions, partner sharing
30	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.	SL.6.1a.	Small group, whole group discussions, partner sharing
31	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1b.	Small group, whole group discussions, partner sharing
32	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1c.	Small group, whole group discussions, partner sharing
33	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1d.	Small group, whole group discussions, partner sharing

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

34	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.	SL.6.2	Small group, whole group discussions, partner sharing
35	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.	SL.6.6; L.6.3a.	Small group, whole group discussions, partner sharing, conferences
36	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).	L.6.1a.	Literacy centers
37	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1b.	Literacy centers
38	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2a.	Independent writing, personal editing
39	Demonstrate command of the conventions of standard English to spell correctly.	L.6.2b.	Independent writing, personal editing
40	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; 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.	L.6.4a.	Small groups, paired work

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

41	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.6.4b.	Small groups, paired work
42	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; 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; 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).	L.6.4c.d.	Small groups, paired work, utilizing references
43	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.	L.6.6	Paired work, discussion

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

Code #	Common Core State Standards
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listen 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.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none">a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.e. Provide a conclusion that follows from the narrated experiences or events.
W.6.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.6.5	<p>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.</p>
W.6.6	<p>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>
W.6.9a.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none">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”).
W.6.10	<p>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>

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

<p>SL.6.1</p>	<p>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> <ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<p>SL.6.2</p>	<p>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>SL.6.6</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>L.6.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">a. Ensure that pronouns are in the proper case (subjective, objective, possessive).b. Use intensive pronouns (e.g., myself, ourselves).c. Recognize and correct inappropriate shifts in pronoun number and person.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).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.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

L.6.2

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

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

L.6.3

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

- a. **Vary sentence patterns for meaning, reader/listener interest, and style.**
- b. **Maintain consistency in style and tone.**

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

L.6.5

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

a. Interpret **figures of speech (e.g., personification) in context.**

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

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

L.6.6

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

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

Unit 2 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	Mini-lesson, modeling
2	Determine the central idea of a text and how it is conveyed through particular details.	RI.6.2	Mini-lesson, modeling
3	When reading a 6th grade informational text, provide a summary of the text distinct from personal opinions or judgments.	RI.6.2	Mini-lesson, modeling
4	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	RI.6.3	Mini-lesson, modeling
5	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4	Guided Reading, Small group
6	Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	Mini-lesson, Reader's Notebook
7	Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	Mini-lesson, Reader's Notebook
8	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).	RI.6.9	Read-aloud, partner work
9	Write informative/explanatory texts to examine a topic and convey ideas, through the selection of relevant content.	W.6.2	Modeling, mini-lesson

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

10	Write informative/explanatory texts to examine a topic and convey ideas through the organization of relevant content ; introduce a topic; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	W.6.2a.	Modeling, mini-lesson
11	Organize ideas, using strategies such as definition, classification, comparison/contrast, and cause/effect.	W.6.2a.	Modeling, mini-lesson
12	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example	W.6.2b.	Modeling, mini-lesson
13	Use appropriate transitions to clarify the relationships among ideas and concepts.	W.6.2c.	Modeling, mini-lesson
14	When writing informative/explanatory text, use precise language to inform about or explain the topic.	W.6.2d.	Modeling, mini-lesson
15	Provide a concluding statement or section that follows from the information or explanation presented.	W.6.2f.	Modeling, mini-lesson
16	Write informative/explanatory texts to examine a topic and convey ideas, through the analysis of relevant content; establish and maintain a formal style.	W.6.2e.	Modeling, mini-lesson
17	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4	Writing conferences
18	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.	W.6.5	Peer editing, writing conferences

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

19	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	W.6.6	Utilizing technology, computers
20	Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	W.6.6	Utilizing technology, computers
21	Draw evidence from informational texts to support analysis and reflection; 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”).	W.6.9b.	Modeling, mini-lesson
22	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.	W.6.10	Independent writing, timed writing
23	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.	SL.6.1	Small group, whole group discussions, partner sharing
24	Come to discussions prepared, having read or studied required material.	SL.6.1a.	Small group, whole group discussions, partner sharing
25	Come to discussions prepared, having read or studied required material; explicitly draw on preparation for a discussion by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.6.1a.	Small group, whole group discussions, partner sharing
26	When taking part in collaborative discussions, follow rules for collegial	SL.6.1b.	Small group, whole group

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

	discussions, set specific goals and deadlines, and define individual roles as needed.		discussions, partner sharing
27	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1c.	Small group, whole group discussions, partner sharing
28	When participating in collaborative discussions, review the key ideas expressed.	SL.6.1d.	Small group, whole group discussions, partner sharing
29	Demonstrate understanding of multiple perspectives through reflection and paraphrasing when participating in collaborative discussions.	SL.6.1d.	Small group, whole group discussions, partner sharing
30	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.	SL.6.2	
31	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL.6.6	
32	Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing or speaking.	L.6.1a.	Literacy centers
33	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1b.	Literacy centers
34	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2a.	Independent writing, personal editing
35	Demonstrate command of the conventions of standard English to spell correctly.	L.6.2b.	Independent writing, personal editing

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

36	Vary sentence patterns for meaning when writing, speaking, reading, or listening.	L.6.3a.	Independent writing, personal editing
37	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	L.6.4	Independent writing, personal editing, writing conferences
38	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.	L.6.4a.	Small groups, paired work
39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	L.6.4b.	Small groups, paired work
40	Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.6.4b.	Small groups, paired work
41	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; 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) .	L.6.4c.d.	Small groups, paired work, utilizing references
42	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	L.6.6	Conferences
43	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression;	L.6.6	Utilizing resources

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

Code #	Common Core State Standards
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">a. Introduce a topic; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. Use appropriate transitions to clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

SL.6.1	<p>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> <ul style="list-style-type: none">e. 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.f. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.g. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.h. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	<p>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>
SL.6.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
L.6.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">f. Ensure that pronouns are in the proper case (subjective, objective, possessive).g. Use intensive pronouns (e.g., myself, ourselves).h. Recognize and correct inappropriate shifts in pronoun number and person.i. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).j. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. d. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. c. Vary sentence patterns for meaning, reader/listener interest, and style. d. Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. e. 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. f. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). g. 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 . h. 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).
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

Unit 3 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	Independent reading, Reader's Notebook
2	Determine a central idea of a text and how it is conveyed through particular details .	RI.6.2	Independent reading, Reader's Notebook
3	When reading a 6th grade informational text, provide a summary of the text distinct from personal opinions or judgments.	RI.6.2	Independent reading, Reader's Notebook
4	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	RI.6.3	Independent reading, Reader's Notebook
5	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.4	Independent reading, Reader's Notebook
6	Analyze how a particular sentence fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	Independent reading, Reader's Notebook

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

7	Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	Independent reading, Reader's Notebook
8	Analyze how a particular chapter fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	Independent reading, Reader's Notebook
9	Analyze how a particular section fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	Independent reading, Reader's Notebook
10	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RI.6.6	Mini-lesson, modeling
11	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI.6.7	Mini-lesson, modeling
12	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.	RI.6.8	Mini-lesson, modeling
13	Write arguments to introduce and support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1a.b.	Mini-lesson, modeling
14	Gather relevant information from multiple print and digital sources and assess the credibility of each source.	W.6.8	Utilizing resources, technology

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

15	When writing arguments, support claims with clear reasons and relevant evidence, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.	W.6.1c.d.	Mini-lesson, modeling
16	When writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented.	W.6.1e.	Mini-lesson, modeling
17	When writing arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4	Independent writing, writing conferences
18	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.	W.6.5	Independent writing, peer editing writing conferences
19	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.	W.6.6	Utilizing resources, technology, timed writing
20	Provide basic bibliographic information for sources when writing arguments.	W.6.8	Research, citing work
21	Draw evidence from informational texts to support analysis, reflection, and research; 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”).	W.6.9b.	Modeling, research

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

22	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.	W.6.10	Timed writing
23	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.	SL.6.1	Small group, whole group discussions, partner sharing
24	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.	SL.6.1a.	Small group, whole group discussions, partner sharing
25	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1b.	Small group, whole group discussions, partner sharing
26	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1c.	Small group, whole group discussions, partner sharing
27	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1d.	Small group, whole group discussions, partner sharing

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

28	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.	SL.6.2	Small group, whole group discussions, partner sharing
29	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3	Modeling, partner work
30	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.	SL.6.6	Presentation, conferences
31	Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing and speaking.	L.6.1a.	Literacy centers, small groups
32	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1b.	Independent writing, personal editing
33	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2a.	Independent writing, personal editing
34	Demonstrate command of the conventions of standard English to spell correctly.	L.6.2b.	Independent writing, personal editing
35	Vary sentence patterns for meaning when writing and speaking.	L.6.3a.	Independent writing, personal editing

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

36	Maintain consistency in style and tone when writing and speaking.	L.6.3b.	Independent writing, personal editing
37	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; 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.	L.6.4a.	Guided Reading, reading conferences
38	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.6.4b.	Literacy centers, Guided Reading

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; 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; 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).	L.6.4c.d.	Literacy centers, Guided Reading
40	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.	L.6.6	Conferences

Code #	Common Core State Standards
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Bloomington School District

CONTENT AREA: English Language Arts		GRADE: 6	UNITS # 1 - 5
W.6.9b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).		
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. i. 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. j. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. k. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. l. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

L.6.1

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

- k. Ensure that pronouns are in the proper case (subjective, objective, possessive).**
- l. Use intensive pronouns (e.g., myself, ourselves).**
- m. Recognize and correct inappropriate shifts in pronoun number and person.**
- n. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**
- o. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**

L.6.2

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

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

L.6.3

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

- e. Vary sentence patterns for meaning, reader/listener interest, and style.**
- f. Maintain consistency in style and tone.**

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 6** reading and content, choosing flexibly from a range of strategies.

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

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).

L.6.6

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

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

Unit 4 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Cite textual evidence to support analysis of what Grade 6 text says explicitly.	RL.6.1	Independent reading, Reader's Notebook
2	Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).	RL.6.1	Independent reading, Reader's Notebook
3	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.	RL.6.2	Independent reading, Reader's Notebook
4	Describe how a particular drama's plot unfolds in a series of episodes in 6th grade text(s).	RL.6.3	Independent reading, Reader's Notebook
5	Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).	RL.6.3	Independent reading, Reader's Notebook
6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., "organization" connotes a sense of neatness).	RL.6.4	Independent reading, Reader's Notebook

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

7	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.	RL.6.4	Independent reading, Reader's Notebook
8	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.5	Independent reading, Reader's Notebook
9	Explain how an author develops the point of view of the narrator or speaker in a text.	RL.6.6	Mini-lesson, modeling
10	Compare and contrast the experience of reading a drama 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.	RL.6.7	Mini-lesson, modeling
11	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.	RL.6.8	Mini-lesson, modeling
12	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.6.10	Independent reading
13	When writing narratives, develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	W.6.3b.	Modeling, independent writing

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

14	When writing narratives , develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	W.6.3d.	Modeling, independent writing
15	When writing narratives, engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically .	W.6.3a.	Modeling, independent writing
16	When writing narratives , use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	W.6.3c	Independent writing
17	When writing narratives , provide a conclusion that follows from the narrated experiences or events.	W.6.3e.	Independent writing
18	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4	Independent writing, personal editing
19	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.	W.6.5	Peer editing, writing conferences
20	Use technology, including the Internet, to produce and publish narrative 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.	W.6.6	Utilizing technology, computers

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

21	Draw evidence from 6th grade literary texts to support analysis, reflection, and research; 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”).	W.6.9a	Modeling, research
22	Write narratives 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.	W.6.10	Timed writing
23	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.	SL.6.1	Small group, whole group discussions, partner sharing
24	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.	SL.6.1a.	Small group, whole group discussions, partner sharing
25	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1b.	Small group, whole group discussions, partner sharing
26	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1c.	Small group, whole group discussions, partner sharing
27	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1d.	Small group, whole group discussions, partner sharing

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

28	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.	SL.6.2	Small group, whole group discussions, partner sharing
29	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.	SL.6.4	Small group, whole group discussions, partner sharing, presentation
30	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.6.5	Technology, multimedia
31	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; vary sentence patterns for meaning.	SL.6.6; L.6.3a.	Small group, conferences
32	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; ensure that pronouns are in the proper case (subjective, objective, possessive).	L.6.1a.	Literacy centers, small groups
33	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1b.	Independent writing, personal editing
34	When writing or speaking, recognize and correct inappropriate shifts in pronoun number and person.	L.6.1c.	Personal editing, peer editing, conferences

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

35	When writing or speaking, recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	L.6.1d.	Personal editing
36	Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2a.	Personal editing, conferencing
37	Demonstrate command of the conventions of standard English to spell correctly.	L.6.2b.	Personal editing, conferencing
38	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; 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.	L.6.4a.	Guided Reading, reading conferences
39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.6.4b.	Literacy centers, Guided Reading

Bloomington School District

CONTENT AREA: English Language Arts		GRADE: 6	UNITS # 1 - 5
40	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; 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; 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).	L.6.4c.d.	Literacy centers, Guided Reading
41	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5	Modeling, Independent writing
42	Interpret figures of speech (e.g., personification) in context.	L.6.5a.	Modeling, Guided Reading
43	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	L.6.5a.	Independent writing
44	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).	L.6.5a.	Modeling, independent writing
45	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.	L.6.6	Independent reading

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

Code #	Common Core State Standards
RL.6.1	Cite textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listen 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.
RL.6.8	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.
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none">f. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.g. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.h. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.i. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.j. Provide a conclusion that follows from the narrated experiences or events.
W.6.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.6.5	<p>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.</p>
W.6.6	<p>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>
W.6.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>
W.6.8	<p>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>

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

W.6.9a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. 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”).
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. m. 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 . n. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed . o. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion . p. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing .
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

SL.6.5	Include multimedia components (e.g., graphics, images, music , sound) and visual displays in presentations to clarify information.
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. p. Ensure that pronouns are in the proper case (subjective, objective, possessive). q. Use intensive pronouns (e.g., myself, ourselves). r. Recognize and correct inappropriate shifts in pronoun number and person. s. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). t. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. g. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. h. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. g. Vary sentence patterns for meaning, reader/listener interest, and style. h. Maintain consistency in style and tone.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

L.6.5

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

- a. Interpret **figures of speech (e.g., personification) in context**.
- b. **Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**
- c. **Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).**

L.6.6

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

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

Unit 5 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments.	RL.6.2	Independent reading, Reader's Notebook
2	Describe how a particular drama's plot unfolds in a series of episodes in 6th grade text(s).	RL.6.3	Independent reading, Reader's Notebook
3	Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).	RL.6.3	Independent reading, Reader's Notebook
4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings (e.g., "organization" connotes a sense of neatness).	RL.6.4	Mini-lesson, modeling
5	Determine the meaning of words and phrases as they are used in a text, including analyzing the impact of a specific word choice on tone.	RL.6.4	Mini-lesson, modeling
6	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.5	Mini-lesson, modeling
7	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.	RL.6.9	Mini-lesson, modeling

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

8	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.6.10	Independent reading
9	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1	Modeling, mini-lesson, Reader's Notebook
10	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	RI.6.3	Modeling, mini-lesson, Reader's Notebook
11	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.	RI.6.5	Modeling, mini-lesson, Reader's Notebook
12	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.	RI.6.8	Modeling, mini-lesson, Reader's Notebook
13	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).	RI.6.9	Modeling, mini-lesson, Reader's Notebook
14	By the end of the year, read and comprehend literary nonfiction in the grade 6 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10	Independent reading

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

15	When writing narratives , develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters .	W.6.3b.	Mini-lesson, independent writing
16	When writing narratives , develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.	W.6.3d.	Mini-lesson, independent writing
17	When writing narratives, engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically .	W.6.3a.	Mini-lesson, independent writing
18	When writing narratives , use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	W.6.3c	Mini-lesson, independent writing
19	When writing narratives , provide a conclusion that follows from the narrated experiences or events.	W.6.3e.	Mini-lesson, independent writing
20	Write arguments to support claims with clear reasons and relevant evidence.	W.6.1	Mini-lesson, modeling
21	When writing arguments , introduce claim(s) and organize the reasons and evidence clearly.	W.6.1a.	Mini-lesson, modeling
22	When writing arguments , support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1b.	Mini-lesson, modeling
23	When writing arguments , use words, phrases, and clauses to clarify the relationships among claim(s) and reasons; establish and maintain a formal style.	W.6.1c.d.	Mini-lesson, modeling

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

24	When writing arguments, provide a concluding statement or section that follows from the argument presented.	W.6.1e.	Mini-lesson, modeling
25	When writing narratives and arguments, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4	Mini-lesson, modeling
26	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.	W.6.5	Independent writing, peer editing, writing conferences
27	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.	W.6.6	Utilizing resources, technology, timed writing
28	Provide basic bibliographic information for sources when writing arguments.	W.6.8	Research, citing work
29	Draw evidence from literary and informational texts to support analysis, reflection, and research; apply grade 6 Reading standards to literature; 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”), and 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”).	W.6.9a,b.	Modeling, Reader’s and Writer’s Notebook

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

30	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.	SL.6.1	Small group, whole group discussions, partner sharing
31	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.	SL.6.1a.	Small group, whole group discussions, partner sharing
32	When taking part in collaborative discussions, follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1b.	Small group, whole group discussions, partner sharing
33	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	SL.6.1c.	Small group, whole group discussions, partner sharing
34	When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.1d.	Small group, whole group discussions, partner sharing
35	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.	SL.6.2	Utilizing resources, technology, presentation, small group
36	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	SL.6.3	Writer's Notebook
37	Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening.	SL.6.6	Conferences

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

38	Ensure that pronouns are in the proper case (subjective, objective, possessive) when writing and speaking.	L.6.1a.	Personal editing
39	Use intensive pronouns (e.g., myself, ourselves) to demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.6.1b.	Personal editing
40	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2a.	Personal editing, conferencing
41	Demonstrate command of the conventions of standard English to spell correctly.	L.6.2b.	Personal editing, conferencing
42	Vary sentence patterns for meaning when writing and speaking.	L.6.3a.	Peer editing, Whole group modeling
43	Maintain consistency in style and tone when writing and speaking.	L.6.3b.	Peer editing, Whole group modeling
44	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; 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.	L.6.4a.	Guided Reading
45	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	L.6.4b.	Guided Reading, literacy groups

Bloomington School District

CONTENT AREA: English Language Arts	GRADE: 6	UNITS # 1 - 5
--	-----------------	----------------------

46	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies; 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; 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).	L.6.4c.d.	Guided Reading, literacy groups, utilizing resources
47	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.	L.6.6	Independent reading

Code #	Common Core State Standards
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none">k. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.l. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.m. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.n. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.o. Provide a conclusion that follows from the narrated experiences or events.
W.6.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">f. Introduce claim(s) and organize the reasons and evidence clearly.g. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.h. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.i. Establish and maintain a formal style.j. Provide a concluding statement or section that follows from the argument presented.
W.6.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
W.6.5	<p>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.</p>

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9a,b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. c. 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”). d. 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”).
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

SL.6.1	<p>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> <ul style="list-style-type: none">q. 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.r. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.s. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.t. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6.2	<p>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>
SL.6.4	<p>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>
SL.6.5	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>
SL.6.6	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

L.6.1

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

- u. Ensure that pronouns are in the proper case (subjective, objective, possessive).**
- v. Use intensive pronouns (e.g., myself, ourselves).**
- w. Recognize and correct inappropriate shifts in pronoun number and person.**
- x. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).**
- y. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.**

L.6.2

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

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

L.6.3

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

- i. Vary sentence patterns for meaning, reader/listener interest, and style.**
- j. Maintain consistency in style and tone.**

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 6

UNITS # 1 - 5

L.6.5

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

a. Interpret **figures of speech (e.g., personification) in context.**

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

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

L.6.6

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