

DCSD Grade 6 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
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Reading Informational Text

<p>R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>We will use explicit and implicit evidence from the text to support our conclusions.</p>		<ul style="list-style-type: none"> • Analysis • Cite • Citation • Explicit • Implicit • Infer • Inference • Paraphrase • Textual evidence 		<p>Response to Literature</p> <p>Resource for Teachers- Literary Non-Fiction in the Classroom video</p> <p>Copyright Awareness-Lesson</p> <p>Compare/Contrast Electronic with Print Text-lesson</p> <p>Using Check and Line Method to Enhance Comprehension</p>
<p>R. CCR.2 Determine central idea or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p>	<p>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.</p>	<p>We will identify the central idea(s) of a text.</p> <p>We will objectively summarize the key supporting details and ideas of a text.</p>		<ul style="list-style-type: none"> • Central idea • Objective/ Objectively • Subjective/ subjectively 		<p>Response to Literature</p>

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<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)</p>	<p>We will describe how examples, charts, pictures, or anecdotes explain key people, events, or ideas.</p>		<ul style="list-style-type: none"> • Anecdotes • Elaborate 		<p>Write From the Beginning</p> <p>Response to Literature</p>
<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.</p>	<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>We will explain how the author's use of figurative language expands the meaning of a text.</p> <p>We will explain how the author's use of connotative meanings conveys the author's stance/tone within a text.</p> <p>We will explain how an author's use of technical language helps the reader to understand a text.</p>		<ul style="list-style-type: none"> • Convey • Connotation • Denotation • Figurative language • Stance • Tone • 		<p>Response to Literature</p> <p>One Look- online dictionary</p> <p>The Music in Poetry</p> <p>Style, Tone, and Mood</p> <p>Pictures Talk-lesson</p> <p>Propaganda Techniques in Advertising-lesson</p> <p>We Read Every Day!- lesson</p>

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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>We will describe the structure of a specific section of text.</p>		<ul style="list-style-type: none"> Text structure 		<p>Response to Literature</p> <p>Creating Questions for Close Analytic Reading</p>
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>We will determine the author's point of view in a text.</p> <p>We will explain how the text structure helps to convey the author's point of view of purpose.</p>		<ul style="list-style-type: none"> Point of view Author's purpose Position 		<p>Response to Literature</p>

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R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively , as well as in words.	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.	We will interpret important information on a topic or issue as it is presented in different text, media or formats. We will integrate the information presented in different text, media or formats.		<ul style="list-style-type: none"> • Formats • Integrate • Media 		Response to Literature Biography Project Compare/Contrast Electronic with Print Text-lesson
R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.	We will trace the development of an author's argument and specific claims in a text. We will evaluate the author's use of evidence and its credibility in supporting the author's claim.		<ul style="list-style-type: none"> • Argument • Bias • Claim • Credibility • Evaluate • Logical reasoning • Opinion 		Is That a Fact?

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<p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL. 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).</p>	<p>We will compare and contrast the presentation of the same event by two different authors.</p> <p>We will explain why one author's presentation of event differs from that of another.</p>		<ul style="list-style-type: none"> • Author's perspective • Viewpoint 		<p>Civic Responsibility- Compare and Contrast lesson</p> <p>Entering History: MLK</p>
<p>R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RL.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.</p>	<p>We will read and comprehend grade-level informational texts.</p>				

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Writing and Language

<p>W. CCR. 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>We will write arguments to support claims with clear reasons and relevant evidence.</p>	<p>A <u>rhetorical device</u> is a use of language that is intended to have an effect on its audience. It may be used to persuade an audience toward a particular point of view. <i>Metaphor</i> and <i>irony</i> are examples of rhetorical devices.</p>	<ul style="list-style-type: none"> • Stance • Argument • Claim • Evidence • Opposing viewpoints • Rhetorical devices 	<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Write From the Beginning: Argumentative</p> <p>So You Think You Can Argue-Teacher's Guide</p> <p>So You Think You Can Argue-PowerPoint</p> <p>So You Think You Can Argue-Student materials</p> <p>CCSS:Argument vs. Persuasive Writing</p> <p>Propaganda Techniques and Persuasive Tactics-PowerPoint</p>
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<p>W. CCR. 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p>	<p>We will introduce claim(s) and organize the reasons and evidence clearly.</p>		<ul style="list-style-type: none"> • Evidence • Introduction • Reasons 	<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 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.</p>	<p>Write From the Beginning: Argumentative</p> <p>So You Think You Can Argue-Teacher's Guide</p> <p>So You Think You Can Argue-PowerPoint</p> <p>So You Think You Can Argue-Student materials</p> <p>CCSS:Argument vs. Persuasive Writing</p> <p>Propaganda Techniques and Persuasive Tactics-PowerPoint</p>

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<p>W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>We will support our claims with clear reasons and relevant evidence, using credible sources and show an understanding of the topic or text.</p>		<ul style="list-style-type: none"> • Argument • Claim(s) • Credible • Expert testimony • Sources • Evidence • Logical • Reason 	<p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1b Use intensive pronouns (e.g., <i>myself, ourselves</i>). L.6.1c Recognize and correct inappropriate shifts in pronoun number and person. L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). L.6.1e 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>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements. L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	

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<p>W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>We will use appropriate transitional words and phrases to link claims and reasons throughout the writing.</p>		<ul style="list-style-type: none"> • claim • clauses • phrases • reason • relationships 	<p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1b Use intensive pronouns (e.g., <i>myself, ourselves</i>). L.6.1c Recognize and correct inappropriate shifts in pronoun number and person. L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). L.6.1e 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>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements. L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	

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W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1d Establish and maintain a formal style.	We will use a formal style.	Definition of Formal Style	<ul style="list-style-type: none"> compose formal style style/stylistic voice 	L.6.3b Maintain consistency in style and tone.	
W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.6.1e Provide a concluding statement or section that follows from the argument presented.	We will write a concluding paragraph or section that is related to the argument presented.		<ul style="list-style-type: none"> concluding statement/section 		

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<p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>We will gather multiple resources to analyze and examine a specific topic to convey ideas, concepts and information.</p> <p>We will analyze and choose resources that best support the topic.</p>		<ul style="list-style-type: none"> • Analysis • Concepts • Convey • Examine • Explanatory • Informative • Relevant • Selection 	<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive parenthetical elements.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3b Maintain consistency in style and tone.</p>	<p>Traveling with Transitions: A List</p> <p>Inquiry on the Internet- Lesson Plan for Collecting Web-based Resources</p> <p>Let it Grow: an Inquiry-Based Organic Gardening Research Project</p> <p>Write From the Beginning: Expository/Informative</p>

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<p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2a 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>We will plan and organize an informational/explanatory piece on a specific topic by choosing a structure and using appropriate Thinking Maps.</p> <p>We will include <i>(insert one or more informational text features)</i> to help the reader understand the writing. <i>(Example: We will include headings and graphics to help the reader understand the writing.)</i></p>		<ul style="list-style-type: none"> • Graphics • Informational formatting • Multimedia • Text structure/strategies <ul style="list-style-type: none"> - Definition - Classification - Compare/Contrast - Cause/effect • Topic 	<p>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.</p>	<p>Traveling with Transitions: A List</p> <p>Inquiry on the Internet- Lesson Plan for Collecting Web-based Resources</p> <p>Let it Grow: an Inquiry-Based Organic Gardening Research Project</p> <p>Write From the Beginning: Expository/Informative</p>

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<p>W.CCR.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>We will develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>		<ul style="list-style-type: none"> • Citation • Concrete detail • Definitions • Paraphrasing • Quotations • Relevant 	<p>L.6.4c 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>W.CCR.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>We will use appropriate transitions to clarify the relationships among ideas and concepts.</p>		<ul style="list-style-type: none"> • Transitions • Clarify 	<p>L.6.1c Recognize and correct inappropriate shifts in pronoun number and person. L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style. L.6.3b Maintain consistency in style and tone. 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.</p>	<p>Home of the Brave: Identifying Symbols Chess Rumble: Identifying Symbols Write From the Beginning: Expository/ Informative</p>

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W.CCR.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	We will use precise language and domain-specific vocabulary to inform about or explain the topic.		<ul style="list-style-type: none"> • Domain-specific vocabulary • Precise language 	<p>L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3b Maintain consistency in style and tone.</p> <p>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.</p>	
W.CCR.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2e Establish and maintain a formal style.	We will establish and maintain a formal style.	Definition of Formal Style	<ul style="list-style-type: none"> • Formal style 	<p>L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3b Maintain consistency in style and tone.</p> <p>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.</p>	

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<p>W.CCR.2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>We will write a concluding paragraph or section that is related to the information or explanation presented.</p>		<ul style="list-style-type: none"> Conclusion 	<p>L.6.1c Recognize and correct inappropriate shifts in pronoun number and person. L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style. L.6.3b Maintain consistency in style and tone. 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.</p>	
<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>We will write a narrative about a real or imagined experience.</p>	<p>Thinking Maps Examples of <u>effective techniques</u>: <i>First-person, third-person, flashback, foreshadowing, personification, symbolism</i></p>	<ul style="list-style-type: none"> Audience Effective techniques Narrative elements Purpose Speaker 	<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>Writing first-person story as an inanimate object: I, the Basket Using Wordless Picture Books to Create a Storyline Exploring Author's Voice Fairy Tale Autobiographies Write From the Beginning</p>

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W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3a 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.	<p>We will plan and organize a narrative piece using appropriate Thinking Maps.</p> <p>We will write a personal narrative that includes who did what, when, where and why and sequence the events.</p> <p>We will write an imaginative narrative that includes setting, characters, problem/situation, goal, and sequence the events.</p>		<ul style="list-style-type: none"> • Orient • Antagonist • Protagonist 	<p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1e 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>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	Write From the Beginning
W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	We will use dialogue, description and pacing to tell our story.	Thinking Maps Examples of <u>effective techniques</u> : <i>First-person, third-person, flashback, foreshadowing, personification, symbolism</i>	<ul style="list-style-type: none"> • Narrative Techniques: <ul style="list-style-type: none"> - Description - Dialogue - Monologue - Inner monologue - Pacing - Suspense - Tension 	<p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1e 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>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>	Write From the Beginning

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<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.6.3c 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>We will use a variety of transition words and phrases.</p>		<ul style="list-style-type: none"> • Transition • Sequence 	<p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style. 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.</p>	<p>Write From the Beginning</p>
<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>We will use imagery, precise language, and sensory details to tell our story.</p>		<ul style="list-style-type: none"> • Precise • Imagery • Sensory • 	<p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style. 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.</p>	

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<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>We will write a conclusion that includes observation, opinion, reaction, reflection or feeling about the events described.</p> <p>We will write a conclusion that includes how you felt, your opinion, what you hope, your reflection, or why you will never forget the events described.</p>		<ul style="list-style-type: none"> • Conclusion • Reflection • Reaction 	<p>L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.</p>	
<p>W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.6.4 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 W.6.1-3.)</p>	<p>We will write for a purpose and produce clear and coherent writing.</p>		<ul style="list-style-type: none"> • Audience • Prewriting • Drafting • Organization • Publishing • proofreading • purpose • revising • task • topic sentence • thesis statement 	<p>L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	<p>Colorizing a Memory</p> <p>Memorial Day: Writing Prompts</p> <p>Prewriting for the Concluding Paragraph</p> <p>Prewriting for the Introduction</p> <p>Quick Write Paragraph</p> <p>Write From the Beginning</p> <p>Response to Literature</p>

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<p>W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>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. (Editing for conventions should demonstrate command of L.6.1-3).</p>	<p>We will edit and revise our writing with support from peers and adults.</p>		<ul style="list-style-type: none"> • Conventions • Mechanical errors • Point of view 	<p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1b Use intensive pronouns (e.g., <i>myself, ourselves</i>). L.6.1c Recognize and correct inappropriate shifts in pronoun number and person. L.6.1d Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents). L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. L.6.2b Spell correctly. L.6.3a Vary sentence patterns for meaning, reader/listener interest. L.6.3b Maintain consistency in style and tone.</p>	<p>Character Interviews-lesson Character Interviews-resource Peer Conference Form Amazing Adjectives-Revision Strategy</p>

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W.CCR.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	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.	We will use technology to research, produce, and publish writing. We will use technology to collaborate with others. We will keyboard a minimum of three pages in one class period.		<ul style="list-style-type: none"> • Blog • Forums • Format • Keyboarding skills • Minimum • Publish • Technology 	<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.3b Maintain consistency in style and tone.</p>	
W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	We will research and write a paper using multiple sources to answer a question, refocusing our question(s) when necessary.		<ul style="list-style-type: none"> • Cite • Credible • Relevant • Resources • Sources 	<p>L.6.4c 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>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.</p>	<p>Multi-Media Unit on Fair Use</p> <p>History Behind Song Lyrics</p> <p>Let it Grow: Inquiry-Based Organic Gardening Research Project</p>

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<p>W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>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.</p>	<p>We will gather relevant information from print and digital sources, determining the credibility of each source.</p> <p>We will quote or paraphrase data and information avoiding plagiarism.</p> <p>We will create a bibliography of sources using MLA format.</p>	<p><u>There should be evidence of direct quotations within the piece.</u></p>	<ul style="list-style-type: none"> • Bibliography • Cite • Credible • Paraphrase • Plagiarism • Quote • Relevant • Works cited • MLA 	<p>L.6.4a 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>L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>L.6.4c 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>L.6.4d 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>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary</p>	<p>Multi-Media Unit on Fair Use</p> <p>Let it Grow: Inquiry-Based Organic Gardening Research Project</p> <p>Inquiry on the Internet: Evaluating Web Pages</p> <p>Citation Resources (MLA)</p> <p>Write From the Beginning</p>

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W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	We will cite specific text evidence to support analysis, reflection, and research.		<ul style="list-style-type: none"> • Cite • Evidence • Text structure 	<p>L.6.4a 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>L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>L.6.4c 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>L.6.4d 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>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary</p>	<p>Determine a Research Question</p> <p>Response to Literature</p>

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<p>W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.6.9a 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>We will cite specific text evidence to compare and contrast two or more forms or genres identifying similar themes and topics.</p>		<ul style="list-style-type: none"> • Literary text (e.g., historical fiction, fantasy, poetry) • Genre • Theme • Compare/contrast 	<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1e 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>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5a Interpret figures of speech (e.g., personification) in context. L.6.5c 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>).</p> <p>L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>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.</p>	<p>Response to Literature</p>

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<p>W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.6.9b 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>We will identify and evaluate specific claims in a text and decide if the author has proven the argument.</p>		<ul style="list-style-type: none"> • Literary nonfiction • Informational text • Specific claims • Proof 	<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1e 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>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5a Interpret figures of speech (e.g., personification) in context. L.6.5c 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>).</p> <p>L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>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.</p>	<p>Response to Literature</p>

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<p>W.CCR.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 tasks, purposes, and audiences.</p>	<p>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.</p>	<p>We will write for various purposes, audiences, and tasks over both short and extended time frames.</p>			<p>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.</p>	<p>Ba-Da-Bing! – writing revision</p> <p>Rosa Parks: Genre Lesson-Autobiography</p> <p>The Lost Garden: Genre Lesson-Autobiography</p> <p>Write From the Beginning</p> <p>Response to Literature</p>

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Reading Literature

<p>R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>We will draw conclusions about what a text is saying, explicitly and implicitly.</p> <p>We will make inferences from a text to support our conclusions.</p> <p>We will determine which piece(s) of explicit and implicit textual evidence will support our conclusions about the text.</p>		<ul style="list-style-type: none"> • Analysis • Cite • Explicit • Implicit • Infer • Inference • Textual evidence 		<p>Response to Literature</p> <p>Genre Lesson: Science Fiction</p> <p>Entering History</p> <p>Exploring Author's Voice</p> <p>Performing Poetry and Building Meaning</p> <p>Making Personal and Cultural Connections</p> <p>Myth and Truth: "The First Thanksgiving"</p> <p>Exploring Reading by Creating a Soundtrack</p> <p>Press Conference for <i>Bud, Not Buddy</i></p> <p>Story Character Homepage</p> <p>Using QARs to Develop Comprehension</p> <p>Book to Movie</p>
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<p>R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>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.</p>	<p>We will infer the theme or central idea of a text based on details from the text.</p>		<ul style="list-style-type: none"> • central idea • theme • summary 		<p>Poetry From Prose</p> <p>Entering History</p> <p>Fairy Tale Autobiographies</p> <p>Making Personal and Cultural Connections</p> <p>Myth and Truth: "The First Thanksgiving"</p> <p>Exploring Reading by Creating a Soundtrack</p> <p>Reading Performance: Fluency Through Oral Interpretation</p>

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R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	<p>We will describe how a plot unfolds.</p> <p>We will describe the relationship between events and characters.</p> <p>We will describe how characters change as the plot moves forward.</p>		<ul style="list-style-type: none"> • Climax • Conflict • Episodes • Falling action • Plot • Resolution • Rising action • Turning point 		<p>Write From the Beginning</p> <p>Response to Literature</p> <p>Flashback and Foreshadowing- PowerPoint</p> <p>Plot Analysis</p> <p>Support Material for Plot Analysis</p> <p>Exploring Character Traits</p> <p>List of Character Traits</p> <p>Doodle Splash: Using Graphics to Discuss Literature</p> <p>Everyone Loves a Mystery: Genre Study</p> <p>Making Personal and Cultural Connections</p> <p>Plot Structure: Literary Elements Mini-Lesson</p> <p>Press Conference for Bud, Not Buddy</p>

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<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.</p>	<p>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.</p>	<p>We will explain how the author's use of figurative language influences the meaning and tone of the text.</p> <p>We will explain how the author's specific word choice influences the meaning and tone of the text.</p>		<ul style="list-style-type: none"> • Connotation • Figurative language • Tone • 		<p>Response to Literature</p> <p>Figurative Language: Metaphor</p> <p>Symbolism-Lesson</p> <p>Finding Figurative Language in <i>The Phantom Tollbooth</i></p> <p>Found Poems/Parallel Poems</p> <p>Proverbs: At Home and Around the World</p> <p>Text: <i>Eleven</i> by Sandra Cisneros</p> <p>Eleven-Close Reading</p> <p>Eleven-Mentor Text</p>

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R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.	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.	We will explain how the structure of a text relates to its theme, setting, or plot.		<ul style="list-style-type: none"> • Chapter • Genre • Scene • Stanza • Structure 		Making Personal and Cultural Connections
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL. 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	<p>We will explain how the author uses point of view to accomplish a purpose in the text.</p> <p>We will explain how the point(s) of view affect the reader.</p>		<ul style="list-style-type: none"> • First person point of view • Third person point of view • Third person omniscient point of view • Narrator 		<p>Response to Literature</p> <p>Is Mr. Wolf Really a Bad Guy?</p> <p>Point of View-Lesson</p>

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<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>We will compare and contrast the reading of a text with a comparable audio, video, or live version.</p>		<ul style="list-style-type: none"> • Version • Perceive /perception 		<p>Media Literacy</p>
<p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>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.</p>	<p>We will compare and contrast how similar themes and topics are addressed in different genres of text.</p>		<ul style="list-style-type: none"> • Topic • Theme • genre 		<p>Response to Literature Compare & Contrast Lessons</p>

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R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	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 at the high end of the range.	We will read and comprehend grade-level literature.				

Glossary of Writing Terms

academic language—vocabulary and phrasing used in textbooks, in classrooms, and on tests; a way of saying or writing something using different words and structure from everyday spoken English

alternate claim—different view of an issue or topic; ideas or opinions that differ

ambiguous—something that is unclear, confusing, or can be understood in more than one way

analyze—to examine carefully and in detail to identify causes, key factors, possible results, etc.; to study something closely

argumentative writing— a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; using persuasive strategies to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

appeals to emotion—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action

audience awareness—the degree to which the writer understands the intended readers of the work, and their particular characteristics and needs

audience—the intended readers of a particular piece of writing

balance—the arrangement of words, phrases, or ideas so that two or more concepts or sections are given equal emphasis

citation—reference to a published or unpublished source with name, date, and/or page; to mention something as an example, especially one that supports, proves, or explains an idea or situation; to give the exact words or ideas of something that has been written; direct quotation, summarizing, paraphrasing, mentioning the source briefly, or using the ideas from a source

claim—saying that something is true; the main idea or thesis statement in argumentative writing and is supported by evidence

closure—when an event or problem is brought to an end, or the feeling that something has been completely dealt with; a feeling that something is finished

cohesion—when the ideas or parts of a written piece are connected in a reasonable way and form a united whole

completeness—a sense that all parts, details, facts, etc. are included and nothing is missing; brought to an end

conclusion—the end portion of an essay where the writer supplies a good sense of closure; a creative re-statement of the thesis statement, controlling idea, or theme; a brief review of the main points of the essay

content—the subject or topic covered in a piece of writing (also see ideas)

controlling idea—the main idea or thesis that a writer develops, expressing a definite opinion or attitude about a topic

context— the situation, events, or information that are related to something and help you to understand it; the social or cultural situation in which a written message occurs

conventions—the agreed upon ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read

counter claim—the opposite view of an issue or topic; a contradicting idea or opinion

credible sources—relevant journals, books, articles, websites, newspapers, and other places of information that are reliable and trustworthy

detail—a single feature, fact, or piece of information about something

development—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer's depth of understanding, and offer insight to readers; common patterns of development include narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process

dialogue—written conversation between two or more persons; an exchange of ideas and opinions

domain-specific vocabulary—words and phrases specific to a particular field of study, such as the human body

drift in focus—moving away from the purpose or intent; to deviate or vary from the original statement of purpose

edit—to improve the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience

elaborative techniques—using sensory details, facts and statistics, incidents, specific examples, quotations, and charts or graphs to prove the argument and make your writing more interesting

engages reader—attracting and keeping the attention of the audience; the audience is likely to think the writing is interesting; the audience becomes involved in order to better understand

even development—depth and balance in the exploration or examination of the topic (i.e., even development from beginning to middle to end, or even development between main idea and supporting details, or even development between supporting ideas with examples and details)

evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; anything that makes you believe something is true

extraneous ideas—something that does not belong or is not proper; not pertinent; irrelevant

fact—a piece of information that can be proven true

figurative language—language enriched by word images and figures of speech

flaw—a mistake or a weakness that makes something imperfect

focus—relationship of supporting details to the main idea(s), theme, or unifying point

formatting—the aspects of the physical appearance of written work (i.e., font size, titles, headings, subheadings, citations)

formal style—objective and precise language used in scholarly books and articles, technical reports, and research papers

ideas—the interesting, important, and informative details the writer includes; the main message, the content of the piece, and the main theme, together with all the supporting details; the unusual, the unique, and the bits and pieces that a writer includes

imagery—the use of language to create sensory impressions

informative/explanatory writing—writing that conveys information accurately; this kind of writing serves to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept

insight—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner

integrated—combining, organizing, or structuring many ideas or parts that work well together

introduction—the beginning portion of an essay where the writer captures the readers' attention, provides background information about the topic, motivates readers to continue reading and, for more formal essays, contains the thesis statement

irrelevant—something that is not useful or not connected to the topic

logical progression—when the reader can follow the writer's ideas; ordering paragraphs so that there is a meaningful beginning, bridging one paragraph or idea to the next, and ending with a sense of closure

main idea (controlling idea)—the primary topic of a passage, whether explicitly expressed or implied

mode—types of writing generally centered on the writer's purpose, including opinion/argument, informative/descriptive, and narrative in the Common Core Standards

narrative techniques—procedures or methods an author uses to convey an experience (i.e., pacing, description, reflection, narration, dialogue, point of view, foreshadow, flashback)

narrative writing—conveys experience, either real or imaginary, and uses time as its deep structure; can be used for many purposes (to inform, instruct, persuade, or entertain)

obscure meaning—to make it difficult to know or understand; to prevent something from being understood clearly

opening—the beginning or first part (also see introduction)

opinion writing—a developing form of argument where the writer expresses ideas or states what is believed about a subject; providing examples, offering reasons, and explaining cause and effect to extend a belief, attitude, or judgment

opposing claim—the other side of an issue or topic; ideas or opinions that are completely different

organizational structure—a writing pattern that connects ideas, including comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns

organization—the way the writer moves from one idea to the next; information is given to the reader in the right amount and at the right time so that the reader does not lose interest

orients reader—introduce the subject to the audience

pacing—the rate at which main ideas and development are presented in a piece of writing

paraphrase—expressing what others have said or written in a different way; a restatement or rewording

persuasive strategies/techniques—writing methods that appeal to a reader's emotions, ethics, or logics

plagiarism—to steal the ideas and words of another and pass them off as his/her own; using another person's words, ideas, or work as his/her own; an idea, phrase, or story that has been copied from another person's work without stating the source

plot—events that make up a story

precise language—using the right wording; avoiding too many words or unnecessary figurative language

purpose—the reason or reasons a person writes something (to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, or to mediate)

quotation—a sentence or phrase from a book, speech, etc. that is repeated in a piece of writing; to repeat exactly what someone else has said or written

reasoning—a process of thinking carefully about something in order to make a judgment; the explanation for why a claim is made; the links between evidence and claim

reasons—the cause or explanation for something that happens; why someone decides to do something

relevant—directly relating to the subject

response—writing that is stimulated by a question, task, or prompt

sensory detail—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing

sentence formation—one of five basic patterns around which most English sentences are built (Subject-Verb, Subject-Verb-Object, Subject-Verb-Adjective, Subject-Verb-Adverb, Subject-Verb-Noun)

sequencing—the arrangement or ordering of ideas and content in a piece of writing, including chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part

stance—the attitude on a particular matter; point of view

source—a person, book, or document used largely for information, as in research

structure—the organization of ideas and content within a piece of writing at the sentence, paragraph, or essay level

support—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement

sustained—keeping the controlling or main idea, theme, or focus going throughout the writing; not interrupting or weakening

syntactic variety—having different types of sentences

syntax—the rules of grammar which control the ways words are arranged to form sentences or phrases

thesis statement—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing (also see controlling idea)

tone—the author's attitude toward a topic as reflected in his or her writing

topic—the subject matter with which a writer is working in a particular piece of writing

transitional strategies—methods of connecting sentences, paragraphs, and ideas; words, phrases, clauses, or full sentences that signal relationships; cues that help the reader see the logic of how ideas fit together

transitions—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas (i.e., next, and then, in the end, another reason, after that we went, on the other hand)

uneven—not regular or constant; not uniform or varying in number or quality

unity—combining or ordering parts of writing so that it has an undivided effect; singleness of effect or symmetry and consistency of style

usage—the way words are used in a language (see also syntax)

word choice—the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader; to use everyday words well