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| **CCR ANCHOR STANDARD (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. |

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

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| ***Key Ideas and Details*** | | |
| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Comprehend what I read. * Draw inferences. * Cite specific examples and details to support inferences. * Analyze the text. | * Why did the author write this piece? * What inferences can you make? * What information would you need to support the inference? * Analyze the passage; what can you conclude? * When you analyze the text, what inference can you make? * How does the textual evidence support the main idea or theme? * What was the author’s purpose? * What can you conclude from the text? | * analyze * explicit * inference * textual evidence * conclude * author’s purpose * close reading * context * cite |

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| **CCR ANCHOR STANDARD (2):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **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. |

| ***Key Ideas and Details*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Reading comprehension. * Recognize and analyze theme. * Understand symbolism. * Make inferences. * Support theme or idea with details from the text. * Summarize. * Understand the difference   between fact and opinion  or judgment.  Recognize that a story may have complex or multiple themes. | * What does the story suggest about life? * What does\_\_\_\_represent in this story? * Which of the following best captures the theme/themes? * In what way is\_\_\_\_like\_\_\_\_? * Compare and contrast\_\_\_\_and \_\_\_\_. * The words in this sentence create the impression that\_\_\_\_. * In this selection, the image of a \_\_\_\_is used as a \_\_\_\_. | * theme * central idea * convey * details * summarize * distinct * fact * opinion * judgment * resolution |

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| **CCR ANCHOR STANDARD (1):** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

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| **RL 6.3 -** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution. |

| ***Key Ideas and Details*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Describe the plot. * Sequence a series of episodes in a story or drama. * Describe how characters change throughout a story or drama. * Describe how characters respond as the plot moves toward resolution. * Determine the resolution of a story or drama. * Identify the problem. | * Summarize the story or drama using key information. * Sequence the story or drama. * Describe how a character evolves with the plot. * Describe the plot of a story or drama. * Describe the problem. How was it resolved? * What can you infer about\_\_\_\_?   (character, plot resolution)   * The character’s reactions in paragraph\_\_\_tells the reader that\_\_\_\_. * Why does\_\_\_\_do\_\_\_\_? * Why does \_\_\_\_ask\_\_\_\_? * Why doesn’t \_\_\_\_do\_\_\_\_? | * describe * plot * episodes * characters/character traits * dialogue * exposition * rising action * falling action/dénouement * resolution * motivation * internal vs. external characteristics |

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| **CCR ANCHOR STANDARD (2):** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

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| **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 specific word choices on meaning and tone. |

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| ***Craft and Structure*** | | |
| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Understand synonyms. * Understand connotations. * Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia). * Compare and contrast. * Cause and effect. * Understand how word choice impacts meaning. * Understand how word choice impacts tone. * Interpret words and phrases. * Make inferences. | * What does the word\_\_\_\_mean   in this selection?   * What does the phrase\_\_\_\_mean   in this selection?   * Without changing the meaning   of the sentence, which word can  best be used to replace the  underlined part?   * Which of the following synonyms is closest in meaning to the word\_\_\_\_? * In this sentence, the word\_\_\_\_   means\_\_\_\_?   * How did the author use word   choice to impact meaning and  tone? | * phrases * figurative meaning * connotative meaning * connotation * analyze * specific * impact * meaning * word choice * determine * tone/mood * literal interpretation * simile * metaphor * analogy * hyperbole * personification * idioms * onomatopoeia |

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| **CCR ANCHOR STANDARD (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. |

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| **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. |

| ***Craft and Structure*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Understand text structures and their parts. * Understand how a theme, setting, or plot develops. * Understand and analyze how text structure contributes to the development of the theme, setting and plot. | * How does the theme, setting or plot develop? * What words help the development of the theme, setting or plot? * How does\_\_\_\_contribute to the development of the theme, setting or plot? * How does the sentence, chapter, scene, or stanza fit into the overall structure of a \_\_\_\_? * Analyze the text structure and explain why the author chose to write it this way. | * analyze * scene * stanza * text structure * theme * setting * plot * exposition * rising action * conflict * climax * falling action * resolution |

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| **CCR ANCHOR STANDARD (6):** Assess how point of view or purpose shapes the content and style of a text. |

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

| ***Craft and Structure*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Explain point of view. * Understand and explain how the point of view develops. * Understand and explain how the point of view is developed by the narrator or speaker. | * How does the author develop the narrator or speaker’s point of view? * How does the author’s word choice help develop the narrator or speaker’s point of view? * Who is the narrator? * From whose point of view is the text written? * How did the author help develop the character’s point of view? | * author * point of view * first person * third person * omniscient * develop * narrator * speaker in text * perspective |

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| **CCR ANCHOR STANDARD (7):** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

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| **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. |

| ***Integration of Knowledge and Ideas*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Compare & contrast the experience of **reading** a story, drama, or poem to **listening** to or **viewing** an audio, video, or live version of the text. * Contrast what students “*hear”* and *“see”* when **reading** to what they *perceive* when they **listen** or **watch.** | * How does reading a story compare to the audio or video version? * What do you see/hear when reading the text? * Explain your perception of what you hear and see. * Explain the differences between what you *see* and *hear* when reading to your perception of what you *hear* and *watch* in an audio, video or live version. | * compare * contrast * experience * drama * poetry * viewing * audio * live version * perception * similarities * imagery * visualize * differences |

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| **CCR ANCHOR STANDARD (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. |

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| **RL 6.8 - *not applicable to sixth grade*** |

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| **CCR ANCHOR STANDARD (8):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

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| **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. |

| ***Integration of Knowledge and Ideas*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Understand the compare/contrast pattern. * Organize information. * Understand how themes are developed. | * How are \_\_\_\_ and\_\_\_\_alike/similar? * How are\_\_\_\_and\_\_\_\_different? * Contrast\_\_\_\_and\_\_\_\_ * How does information in\_\_\_\_compare to information in\_\_\_\_? * The author compares \_\_\_\_to\_\_\_\_ to explain\_\_\_. * Why does the author compare a\_\_\_\_to a\_\_\_\_? * The underlying theme of \_\_\_\_and\_\_\_\_is\_\_\_\_. | * compare * contrast * similarities * differences * text * genres * theme * historical novels * fantasy * realism |

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| **CCR ANCHOR STANDARD (10):** Read and comprehend complex literary and informational texts independently and proficiently. |

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| **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. |

| ***Range of Reading and Level of Text Complexity*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Read various forms of literature fluently. * Demonstrate comprehension of various forms of text. * Read independently and comprehend complex texts. * Make an effort to independently read texts of increasing complexity. * Monitor comprehension. | * What have you read independently lately? * What genres have you read? * What genre did you enjoy the most? * Have you read multiple books by the same author? * Who is your favorite author? * Do you think you are ready to move to the next level? * What is the difference between a piece of literature and a piece of poetry? | * literature * drama * poetry * fluency * comprehension |

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| **CCR ANCHOR STANDARD (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. |

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

| ***Key Ideas and Details*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Reading comprehension. * Draw inferences. * Support inference with evidence from the text. * Analyze the text. | * What does the author mean when he/she says\_\_\_\_? * What generalizations can be drawn? * What textual evidence does the text give to prove these generalizations are accurate? * Why do you think that? Support your inference with information from the text. * Analyze the text and determine the most important concepts. | * analyze * explicit * inference * textual evidence * generalizations * accurate * concepts |

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| **CCR ANCHOR STANDARD (2):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

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| **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. |

| ***Key Ideas and Details*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Reading comprehension. * Analyze theme. * Understand symbolism. * Make inferences. * Support theme or idea with details from the text. * Summarize. * Understand the difference between fact and opinion or judgment. | * What does the text suggest about life? * What does\_\_\_\_represent in this story? * Which of the following best captures the theme? * In what way is \_\_\_\_like\_\_\_\_? * Compare and contrast \_\_\_\_and\_\_\_\_. * The words in this sentence create the impression that\_\_\_\_. * In this selection, the image of a \_\_\_\_is used as a\_\_\_\_. * Is this text based on fact or opinion? How do you know? * What distinct details convey the message of this piece? | * theme * idea * convey * details * summary * distinct * fact * opinion * judgment * suggest |

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| **CCR ANCHOR STANDARD (3):** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

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| **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). |

| ***Key Ideas and Details*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Provide details when analyzing text. * Understand how a key individual is introduced. * Understand how an event or idea is introduced. | * Elaborate on how an individual, event, or idea is introduced. * Analyze in detail how an individual, event, or idea is introduced in a text. * Describe how the main character was introduced by the author. * Explain why it was important for the author to introduce the main character at this point in the text. * How did the character change over the course of the text? * How did the events change over the course of the text? * Analyze the characters; which character changed the most during the piece? | * analyze * detail * event * elaborate * illustrate * explain * anecdotes * individual |

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| **CCR ANCHOR STANDARD (4):** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

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

| ***Craft and Structure*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Understand synonyms. * Understand connotations. * Understand figurative language. * Compare & contrast/ similarities & differences. * Cause & effect. * Analysis * Interpret words and phrases. * Simile, metaphor, idiom. * Understand analogies. * Make inferences. | * What does the word\_\_\_\_mean in this selection? * What does the phrase\_\_\_\_mean in this selection? * Without changing the meaning of the sentence, which word can best be used to replace the underlined part? * Which of the following synonyms is closest in meaning to the word\_\_\_\_? * In this sentence, the word\_\_\_\_means\_\_\_\_. | * phrases * figurative meaning * connotative meaning * synonyms * antonyms * analyze * specific * impact * meaning * tone * word choice * determine * jargon * slang |

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| **CCR ANCHOR STANDARD (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.   1. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. |

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| **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. |

| ***Craft and Structure*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Analyze. * Understand text structures and their parts. * Understand how ideas develop. * Understand and analyze how (sentence, paragraph, chapter, or section) contributes to the development of ideas. * Identify and use text features to understand key information. | * Which sentence does not belong? * Which sentence best fits into the\_\_\_\_? * How does the idea develop? * What words help the development of an idea? * How does\_\_\_\_ contribute to the development of the idea? * How does the sentence, chapter, scene, or stanza fit into the overall structure of a\_\_\_\_? * What is the main idea of the section, chapter, and paragraph? * Analyze the use of text features in popular media. | * analyze * chapter heading * text structure * section * paragraph * graphics * headings * captions * media * chronological order * graphics (charts, tables, maps, timelines, text boxes, insets, cutaways, etc.) |

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| **CCR ANCHOR STANDARD (6):** Access how point of view or purpose shapes the content and style of a text. |

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| **RI 6.6 –** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |

| ***Craft and Structure*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Explain point of view. * Understand and explain how the point of view develops. * Understand and explain how the point of view is developed by the narrator or speaker. * Understand how point of view is conveyed in the text. | * How does the author develop the narrator or speaker’s point of view? * How does the author’s word choice help develop the narrator or speaker’s point of view? * Explain your understanding of how point of view is developed by the narrator or speaker. * Use the text to support how the point of view is conveyed by the author. | * author * point of view * develop * narrator * speaker in text * primary vs. secondary sources * firsthand * secondhand * account |

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| **CCR ANCHOR STANDARD (7):** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

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| **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. |

| ***Integration of Knowledge and Ideas*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Integrate information. * Summarize information. * Compare and contrast/find   Similarities and differences.   * Text to text; text to self; text to world; text to other. * Make inferences and draw conclusions based on information from a variety of media/resources. | * Summarize how information from different formats is presented. * What is your understanding of \_\_\_\_as it’s presented in \_\_\_\_ and \_\_\_\_? * Combine information from various sources on the same topic/issue and synthesize it in an explanation or essay. | * media format * topic * issue * information * synthesize * summarize * draw conclusions * interpret |

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| **CCR ANCHOR STANDARD (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. |

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| **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. |

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| ***Integration of Knowledge and Ideas*** | | |
| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Distinguish valid claims from claims that aren’t supported. * Understand how claims and/or arguments are supported. | * How is \_\_\_\_supported? * What is the argument presented in the text? * How is the argument developed and supported? * Is the claim valid? Explain your answer. * Show me evidence that supports the argument. * Which of the evidence supporting the argument is most relevant? | * evaluate * argument * distinguishing claim * evidence * valid * validity * claim * reasons * explain |

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| **CCR ANCHOR STANDARD (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. |

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| **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). |

| ***Integration of Knowledge and Ideas*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Compare and contrast. * Find similarities and differences. * Understand point of view. * Synthesize information. | * Compare\_\_\_\_presentation of \_\_\_\_ to\_\_\_\_presentation of \_\_\_\_. * How do the works of\_\_\_\_differ from the works of\_\_\_\_? * Explain the similarities and differences of\_\_\_\_ and\_\_\_\_. * How did\_\_\_\_present the events? * How did that differ from how\_\_\_\_presented the events? | * compare * contrast * similar * difference * presentation * event * point of view * perspective |

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| **CCR ANCHOR STANDARD (10):** Read and comprehend complex literary and informational texts independently and proficiently. |

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| **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. |

| ***Range of Reading and Level of Text Complexity*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Read various forms of literary nonfiction fluently. * Demonstrate comprehension of various forms of text. * Read independently and comprehend complex texts. * Make an effort to independently read texts of increasing complexity. * Monitor comprehension. | * What was\_\_\_\_about? * Retell\_\_\_\_. Include details that are important to the\_\_\_\_. * What connections can you make to other information that you read? * Does this information remind you of something that you experienced? | * fluency * comprehension * nonfiction |

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| **CCR ANCHOR STANDARD (1):** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

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| **W 6.1 –** Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce a claim(s) and organize the reasons and evidence clearly. 2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 3. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from the argument presented. |

| ***Text Types and Purposes\**** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Write an introductory sentence. * Text structure. * Organization of text structure. * Write paragraphs. * Understand expository text. * Understand the purpose of writing. * Understand the audience. * Use precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. * Write a multi-paragraph essay. | * Which sentence best concludes this argument? * Write an argument and support it with relevant evidence. * In the\_\_\_\_sentence, what is a better way to write\_\_\_\_? * Why does the writer cite statistics? * Which sentence best serves as a summary? * This\_\_\_\_might include a paragraph on \_\_\_\_? | * arguments * claims * clear reasons * relevant evidence * facts, reasons, details * credible source * topic * thesis statement * persuade * style * conclusion * transitions * supporting evidence * argument * thesis statement |

**\*Note:** These broad types of writing include many subgenres. See Appendix (CCSS, 2010) for definitions of key writing types.

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| **CCR ANCHOR STANDARD (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. |

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| **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.   1. Introduce a topic or thesis statement; 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. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from the information or explanation presented. |

| ***Text Types and Purposes\**** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Write a paragraph. * Write a multi-paragraph essay. * Understand how to develop a topic. * Brainstorm. * Expository writing. * Organization of structure. * Purpose of writing. * Audience. * Write a clear and precise thesis statement. * Stay on topic. * Understand how to research information. * Understand how to organize expository writing. | * Write an introductory sentence. * Which sentence best concludes this paragraph? * Write on a topic and support it with relevant evidence. * In the\_\_\_\_sentence, what is a better way to write\_\_\_\_? * How does the writer’s conclusion draw the essay together? * How does the writer get the reader’s attention in\_\_\_\_? * Which sentence best serves as a summary? * This\_\_\_\_might include a paragraph on \_\_\_\_. * How are ideas organized in this composition? * Which sentence can be added to this composition? * What is the main idea? * How is the main idea supported? * How do I use my research in my own writing? | * expository * reason, detail, fact, * explanation * elaboration * audience * thesis statement * formal style * conclusion * introduction * transitions * topic * compare/contrast * cause/effect * formatting * heading * classification * selection * organization * analysis * relevant content * introduction/lead |

**\*Note:** These broad types of writing include many subgenres. See Appendix (CCSS, 2010) for definitions of key writing types.

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| **CCR ANCHOR STANDARD (3):** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

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| **W 6.3 -** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. 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. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters. 3. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events. |

| ***Text Types and Purposes\**** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Write a paragraph. * Understand the organizational text structure. * Understand point of view. * Knowledge of narrative devices. * Understand the use of dialogue, suspense, flashbacks, foreshadowing. * Understand how to use dialogue. * Sequence of events. * Know that narratives can be fiction or non-fiction. | * What is the main problem or conflict in the story? * Which details demonstrate the mood? * Which details help foreshadow the climax? * Why does the author use\_\_\_\_instead of\_\_\_\_? * How does the author use dialogue to develop the plot? * How do the characters impact the problem? * How do the characters impact the resolution? * How does the author tell the story from\_\_\_\_point of view? * How does this character change throughout the story? * How is\_\_\_\_used to develop experiences, events, and/or characters? * How is sensory language used to convey experiences and events? * Write a different ending to the story. * How is dialogue used to develop\_\_\_\_? * How does the\_\_\_\_affect the plot? | * beginning, middle, end * plot * characters * setting * resolution * point of view * sensory details * concrete * dialogue * rising action * sequence * events * mood * narrator * descriptive language * transitions/story connectors * 1st person/personal narrative vs. 3rd person narrative * Context * Style/voice |

**\*Note:** These broad types of writing include many subgenres. See Appendix (CCSS, 2010) for definitions of key writing types.

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| **CCR ANCHOR STANDARD (4):** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| **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 Standards 1-3 above.) |

| ***Production and Distribution of Writing*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Write well written sentences. * Write well written paragraphs. * Understand the development of writing. * Understand the purpose. * Understand the audience. * Math the type of writing to the purpose. | * What form of writing is this? How do you know? * What form of writing does the prompt call for? * Who is the audience? * What is this text structure? How do you know? * What is the purpose for writing? * How will you organize and develop your thoughts before writing? * Did you use vocabulary that is appropriate to your audience? * Are you using a formal or informal style of writing? Which would be most appropriate for your audience? | * organization * style/voice * task * purpose * audience * tone/mood |

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| **CCR ANCHOR STANDARD (5):** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| **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 Language standards 1-3 up to and including grade 6.) |

| ***Production and Distribution of Writing*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Organize thoughts and ideas. * Know how to use the stages of the writing process. * Rearrange or edit unnecessary information. * Logical order. | * Which would be the best opening sentence? * What is the best title for this selection? * What is the best way to\_\_\_\_(skill)? * Which sentence can best be added? * Where should you go if you need help editing? * Look at this paragraph; underline the topic sentence once and supporting sentences twice. * Do all sentences belong in this paragraph? * Where could you add a sentence to help make the paragraph clearer to the reader? | * proofreading * editing * revising * peers * purpose * organization * draft * planning * develop * strengthen * writing process * rough draft (2nd, 3rd… drafts) * revised copy * final copy   planning/brainstorming/ mapping/prewriting |

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| **CCR ANCHOR STANDARD (6):** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

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| **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. |

| ***Production and Distribution of Writing*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Type with efficiency. * Use technology proficiently. * Know how to publish writing. * Computer literacy. * Know how to set margins, set spacing, tabs, make columns, add page number, page orientation. * Use principles of design. | * Which of the following demonstrates the correct use of \_\_\_\_skill? * What medium will you use to publish your writing so that others can access it? * How will you collaborate and interact with others about your writing? | * publish * keyboarding * medium * collaborate * interact * skills |

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| **CCR ANCHOR STANDARD (7):** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

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

| ***Research to Build and Present Knowledge*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Use of databases. * Use of key words for internet searches. * Know how to site a variety of sources. * Research skills. * Synthesize information. * Know steps of an investigation. * Know research strategies * Online, newspaper, library books, interviews, magazines, speakers. * Create a bibliography. | * If you need information on \_\_\_\_   you could type which key words?   * You run a key word search on the internet and it comes up with several articles on the subject, which would you check out first? Why? * What question does your essay/report answer? * Which thesis statement is the best for this essay? * Which bibliography entry is cited correctly? | * aspects * topics * research * project * investigation * sources * primary sources * perspective * cite/citation * database * internet search * bibliography * key words * synthesize * inquiry * precise |

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| **CCR ANCHOR STANDARD (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. |

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| **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. |

| ***Research to Build and Present Knowledge*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Use research skills, such as…. * Cite sources. * Create a bibliography. * Summarize information * Interpret data. | * How do you know that the source is credible? * How do you cite sources in a bibliography? * Which bibliography entry is correct? * How do you cite a digital source? * How is a digital source cited differently than a printed source? * Summarize the information found in the data. * What can you conclude from the data? * How do you cite\_\_\_\_? | * research * source * digital source * credible * quote/citation * quotation marks * summarize * paraphrase * plagiarism * bibliography |

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| **CCR ANCHOR STANDARD (10):** Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| **W 6.9 –** Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. 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”). 2. 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”). |

| ***Research to Build and Present Knowledge*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Research skills. * Site sources. * Create a bibliography. * Summarize information * Analyze information. * Synthesize information. * Cite information. * Research information. | * What evidence does the author use to support the points being made in the text? * How do you know that the source is credible? * Is the information used by the author credible? * Is the information used by the author in the form of a reason and/or evidence or not? How do you know? * How will you support the points you are trying to make? * Which details can you add that will make your writing stronger? * Have you considered sources that have different points of view? * Did you use at least \_\_\_\_ different sources for evidence? * How do you cite sources in a bibliography? * What caused you to think or believe that? * Defend your answer. * Compare the two events in each of the two sources on the topic\_\_\_\_. * Describe what you have learned on this topic. | * research * analysis * evidence * literary * Informational * details * reasons * explain * compare/contrast * defend/support * evidence from text * reflection * support * credible/valid * author * reason * claim |

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| **CCR ANCHOR STANDARD (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. |

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| **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. |

| ***Range of Writing*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Write in complete sentences. * Summarize information. * Synthesize information. * Revise/edit written work. * Write/create a bibliography. | * Create an outline with time frames to organize your writing. * What is the purpose of this writing? * What is the specific task? * Who is the intended audience? * What is the perspective of the audience? * How will you address the audience’s perspective? * Reflect on your writing; what could be added to create a clearer text? | * reflection * revision * rough draft * editing * summary * stamina |

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| **CCR ANCHOR STANDARD (1):** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |

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| **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.   1. 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. 2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |

| ***Comprehension and Collaboration*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Research an idea. * Make reference to the evidence on any given topic, text, or issue. * Know the rules for discussions. * Goal set. * Respond to specific questions. * Elaborate and provide details. * Understand multiple perspectives. * Listen attentively. * Ask questions related to the topic. * Participate in a conversation with multiple partners. * Express yourself clearly and persuasively. * Be prepared when collaborating with others. * Give and receive constructive criticism/feeback. | * How did you prepare for today’s discussion? * Rate your participation in the collaborative discussion. * What was the perspective of others? Was it different than yours? How? * What evidence can you refer to when talking about\_\_\_\_? * What role did you play? * What specific question can you ask about\_\_\_\_? * Respond and elaborate on\_\_\_\_. * What key details were expressed? * What was his/her/their perspective? * Reflect on\_\_\_\_. * Paraphrase\_\_\_\_. * How do you plan to conclude\_\_\_\_? * How can you elaborate on questions asked by others? * Were people in the group open to new ideas and different perspectives suggested by others? | * clear pronunciation * precise language * collaborative * discussion * issues * express * research * support * organization * graphics * diagrams * eye contact * adequate volume * formal language * standard English * persuade * gestures * evidence * elaborate * perspective * reflection * paraphrase * constructive criticism * feedback |

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| **CCR ANCHOR STANDARD (2):** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| **SL 6.2 –** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. |

| ***Comprehension and Collaboration*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Interpret information from various formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. * Offer an explanation. * Synthesize information. * Gather information from multiple sources. | * How did the information you gathered help you prepare? * How did the information from different media compare/contrast? * What formats did you research? * How did the information expand your understanding of\_\_\_\_? * How can you use information to expand your understanding of\_\_\_\_? * Were your sources credible? * What visuals did you find to help you gather information? * Will you be able to integrate visual, auditory, and written work as you gather information? | * delineate * claim * evaluate * integrate * diverse * media * format * visual * quantitative * oral * contribute * issue |

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| **CCR ANCHOR STANDARD (3):** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |

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| **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. |

| ***Comprehension and Collaboration*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Understand the difference between evidence and rhetoric. * Support reasons with evidence. * Speak in complete sentences. * Research using valid resources. | * Is the speaker’s argument valid? Why or why not? * Are the claims that the speaker uses to support the argument valid? Why or why not? * How is the argument supported? * Distinguish between evidence and reasons that are supported and those that are not. * Who is the intended audience? What is their perspective? * Were you able to distinguish between fact and opinion? * What information was factual? * What information was an opinion? * Was the factual information backed with relevant evidence? | * reason * argument * claim * evidence * details * relevant * audience * topic * speaker * fact vs. opinion |

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| **CCR ANCHOR STANDARD (4):** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |

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| **SL 6.4 –** Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), and sequencing ideas logically and using pertinent  descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.   1. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion. |

| ***Presentation of Knowledge and Ideas*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Distinguish between a claim and a finding. * Know the structure for an argument presentation. * Know the structure for an informative presentation. * Know the structure for response to a literature presentation. * Sequence ideas logically. * Use pertinent descriptions (facts, details, reasons, nonverbal elements). * Use appropriate eye contact. * Speak with adequate volume and clear pronunciation. * Plan and deliver a presentation. * Provide a strong conclusion. | * Outline the structure for\_\_\_\_ (argument, narrative, informative, response to literature). * How did you provide evidence to your claim? * Deliver a \_\_\_\_presentation. * How did you conclude your presentation? * Was your conclusion strong? Why or why not? * What is the difference between a claim and an argument? | * claim * finding * argument * narrative * informative * response to literature * sequence * logical * pertinent description * nonverbal elements * accentuate * theme * eye contact * adequate volume * clear pronunciation * transitions * concrete details * conclusion |

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| **CCR ANCHOR STANDARD (5):** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |

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| **SL 6.5 –** Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information. |

| ***Presentation of Knowledge and Ideas*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Be proficient in the use of creating power points. * Select appropriate multimedia components that have clear meaning to the presentation. * Add sound, images, music, and graphics to enhance the presentation. | * How does the use of\_\_\_\_enhance your presentation? The message? * How have you used a variety of components in your presentation? * Do the components help clarify the presentation? * What textual elements will you use to enhance your presentation? * When you use graphical elements, how do you plan to present them to your audience? * Did you strategically place your multimedia components and visual displays to enhance understanding of your presentation? * Did you research your oral presentation to enhance your multimedia segment? | * textual elements * graphical elements * audio elements * visual elements * interactive elements * strategic * formats * digital * reasoning * evidence * integral * essential |

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| **CCR ANCHOR STANDARD (6):** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when  indicated or appropriate. |

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| **SL 6.6 –** Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.) |

| ***Presentation of Knowledge and Ideas*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Identify the audience. * Know the difference between informal and formal English. * Interpret and synthesize information. * Identify the task or purpose. * Understand and adapt the delivery to appeal to the audience. * Enunciate and speak at appropriate volume and pace. | * How will you adapt your speech when the audience is\_\_\_\_? * Will you need formal or informal English? Why? * How will you emphasize the \_\_\_\_? * What is the context or situation? * What is the purpose? * How is your selection of word choice going to impact\_\_\_\_? * How will you engage the listeners and keep them interested? * How will you emphasize the important points? | * context * circumstances * demonstrate * formal English * appropriate * audience * formal presentation * purpose * persuade * elicit information * entertain * volume * emphasize * main idea * language conventions * enunciation |

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| **CCR ANCHOR STANDARD (1):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| **L 6.1 –** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Ensure that pronouns are in the proper case (subjective, objective, possessive). 2. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. 3. Recognize and correct inappropriate shifts in pronoun number and person. 4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 5. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\* |

| ***Conventions of Standard English*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.) * Make corrections on the parts of speech. * Editing skills. * Understand the difference between the various pronouns: subject, object, possessive; singular, plural; first, second and third person pronouns; antecedent and indefinite pronouns. * Have a command of the conventions when writing and/or speaking. * Use modifiers clearly and correctly. | * How can you edit\_\_\_\_to make \_\_\_\_in standard English? * Is this pronoun used as an object? Subject? Explain how you know. * Use your editing skills to correct \_\_\_\_. | * language conventions * standard English * proper case * intensive pronoun * vague pronouns * expression * conventional language * antecedent * modifiers * subject pronoun * object pronoun * possessive pronoun * indefinite pronoun |

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| **CCR ANCHOR STANDARD (2):** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. |

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| **L 6.2 –** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements. 2. Spell correctly. |

| ***Conventions of Standard English*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Understand the purpose and when to use commas, dashes, and/or parentheses correctly. * Combining sentences. | * Edit the sentences. * Turn these phrases into complete sentences. * Add punctuation to correct any run-on sentences. * When do you use a comma correctly? Dash? Parentheses? * What is the correct spelling of \_\_\_\_? * Correct any misspelled or misused words. * Use each pair of easily confused words in a sentence. | * phrase * clause * sentence flow * nonrestrictive * parenthetical element * homophones * irregular plurals |

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| **CCR ANCHOR STANDARD (3):** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

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| **L 6.3 –** Use knowledge of language and its conventions when writing, speaking, reading or listening.   1. Vary sentence patterns for meaning, reader/listener interest, and style.\* 2. Maintain consistency in style and tone.\* |

| ***Knowledge of Language*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Know the components of a complete sentence. * Understand what makes a sentence complete. * Know the different sentence types: declarative, interrogative, exclamatory, imperative. * Know what a clause is. * Distinguish between an independent clause and a dependent clause. * Know the difference between a simple and a complex sentence. * Know the components in a compound sentence. * Understand how word choice affects the tone and style of writing. * Know the difference between a simile and a metaphor. | * How does the word\_\_\_\_add to or change the tone of the writing? * Write a compound sentence. * Distinguish between an independent clause and a dependent clause. * What are the components of a complete sentence? * What makes this sentence\_\_\_\_?   (declarative, interrogative, exclamatory, imperative) | * sentence variety * sentence structure * independent clause * dependent clause * clause * declarative * interrogative * exclamatory * imperative * compound sentence * simple sentence * complex sentence * conjunction * tone * style * voice * simile/metaphor |

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| **CCR ANCHOR STANDARD (4):** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

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| **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.   1. 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. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 3. 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. 4. 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) |

| ***Vocabulary Acquisition and Use*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Know how to look up a word in reference materials. * Know how to use the parts of a word to identify the affix and a root word. * Know how to use the meaning of the affix to find the meaning of an unknown word. * Know the meaning of a synonym and antonym. | * Use the words in a sentence to find the meaning of the word \_\_\_\_. * What is the function of the word \_\_\_\_? * Define the word\_\_\_\_. * What is the root word in the word \_\_\_\_? * What is the meaning of the affix attached to the root word? * Use a dictionary to fin the origin of the word\_\_\_\_. * Rewrite the sentence and use a synonym for\_\_\_\_found in the thesaurus. * Write two synonyms and one antonym for the word\_\_\_\_. * Write a sentence using an antonym for the second meaning of\_\_\_\_found in the thesaurus. * Infer the meaning of\_\_\_\_. * Use context words to find the meaning of\_\_\_\_. * Verify the meaning of \_\_\_\_by using reference materials such as a dictionary or glossary. | * multiple meaning * context cues * function * part of speech * root word * affix * prefix * suffix * consult * reference materials * dictionary * thesauruses * glossaries * pronunciation * precise meaning * synonym * verify * preliminary * determination * inferred meaning * context |

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| **CCR ANCHOR STANDARD (5):** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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| **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, wasteful, thrifty). |

| ***Vocabulary Acquisition and Use*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Interpret figures of speech * Understand the difference among a simile, metaphor, personification and idioms. * Understand that analogies are made up of relationships between words. * Know the difference between a negative and a positive connotation. | * Identify the word\_\_\_\_(idiom, simile, metaphor, or personification) and tell what it means. * Write a sentence that includes each of the following: simile, metaphor, personification, and idiom. * Identify the relationship between the first pair of words and write a word to complete the second pair of words. * Identify the connotation of the word\_\_\_\_when used in the sentence\_\_\_\_. * Tell whether the connotation of the word\_\_\_\_is neutral, positive, or negative in the sentence. | * figurative language * figures of speech * similes * metaphors * personification * context clues * nuances * idioms * relationship between words * connotation * association * negative * positive * neutral |

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| **CCR ANCHOR STANDARD (6):** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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| **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. |

| ***Vocabulary Acquisition and Use*** | | |
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| **Essential Knowledge-Skills: *“I can…”*** | **Questions to Engage Thinking** | **Academic Vocabulary** |
| * Understand that academic words are found in a   variety of subjects at  school.   * Confirm, determine, analyze, investigate. * Words specific to a course of study (tier 3 words). * Ecology, molecule, climate, constitution, emigrate. | * Find the meaning of each domain specific word. * Define dialogue, foreshadowing, legend, theme, conflict, sensory language, expository essay, fable, persuasive essay, denotation. * When you draw a conclusion you \_\_\_\_. * To make a prediction means to \_\_\_\_. | * academic words * domain specific words * vocabulary * comprehension * expression |