NYS Grade 6 ELA Curriculum Map

June 2013

These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the "instructional shifts" required by the CCLS.

Structure of a Module
- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction
- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

How to Read This Document
The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.
- *Module focus*: Read this first. The "focus" is the same across the grades 6–8 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- *Module title*: This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #2, building knowledge in the disciplines.
- *Description*: These three or four sentences tell the basic "story" of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- *Texts*: This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #2, building knowledge in the disciplines.
- *Final Performance Task*: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not "on-demand" assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- *Unit-Level Assessments*
  Each unit includes two assessments, most of which are "on-demand" (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on the NYS assessment.
  The curriculum map below lists the title of each assessment, standards assessed, and assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the NYS 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the NYS 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)

- *Standards*: In each module, the standards formally assessed are indicated with a check mark; see details below.

	6M1	6M2A	6M2B	6M3A	6M3B	6M4
Focus	Reading Closely and Writing to Learn	Working with Evidence	(Drama)	Understanding Perspectives	(Literary nonfiction)	Research, Decision-Making, and Forming Positions
Module Title	Myths: Not Just Long Ago	Rules to Live By	TO COME	The Land of the Golden Mountain	TO COME	Insecticides: Costs vs. Benefits
Description	Students study the purposes and elements of mythology. Students read Rick Riordan's *The Lightning Thief* with a focus on the archetypal hero's journey and close reading of the many mythical allusions. They also read complex informational texts about the elements of mythology. As a whole class, students will closely read several complex Greek myths, and then work in small groups to build expertise on an additional myth. Students then develop their narrative writing skills as they create their own hero's journey narrative.	How do people formulate and use "rules" to improve their lives and communicate these "rules" to others? Students consider these questions as they read a variety of texts. They begin with *Bud, not Buddy*, analyzing character development and considering how figurative language contributes to tone and meaning. They then read closely Steve Jobs' speech, (focusing on how Jobs develops his ideas at the paragraph, sentence, and word level) and analyze the poem "If" to compare and contrast how the novel and the poem address a similar theme. In an argument essay, students establish a claim about how Bud uses his rules. Finally, students conduct a short research project related to their own "rules to live by" and then write an essay to inform about one important "rule to live by."	Medieval Times (drama) DETAILS TO COME	Students study how an author develops point of view and how an author's perspective, based on his or her culture, is evident in the writing. As students read Lawrence Yep's *Dragonwings*, they analyze how Yep has developed the point of view of the narrator, Moon Shadow. They also read excerpts of Yep's biography *The Lost Garden* to determine how his culture and experiences have shaped his perspective as evidenced in the novel. They read accounts by people from the turn of the century in San Francisco, analyzing perspective and comparing the accounts to those in the novel. Finally, students write newspaper articles that convey multiple perspectives about life for Chinese immigrants in San Francisco in the early 1900s.	TO COME	Students consider the balance between human needs and environmental consequences as they read the novel *Frightful's Mountain* and complex informational texts about the benefits and drawbacks of the use of DDT. They learn how to trace and evaluate an argument in written texts and videos on this topic, and conduct both supported and independent research. Through structured discussions and decision-making protocols, students form their own argument about the use of DDT. Students then apply their research to write a position paper in which they support that claim with evidence.
	6M1	6M2A	6M2B	6M3A	6M3B	6M4

| Texts (central text(s) in bold)[1] | "Myths and Legends," based on E.M. Berens (RI, 1150L)

"Shrouded in Myth," Jessica Fisher Neidl (RI, 1100L)

"**Key Elements of Mythology**," Expeditionary Learning (RI, 1080L)

"**The Hero's Journey**," Expeditionary Learning (RI, 865L)

"The Fates," based on E.M. Berens (RL, 1230L)

"The Story of Medusa and Athena," by Leanne Guenther (RL, 1200L)

Cronus," based on E.M. Berens (RL, 980L)

"Prometheus and Pandora," based on Jean Lang (RL, 920L)

"Theseus and the Minotaur," based on Nathaniel Hawthorne (RL, 920L)

The Lightning Thief, Rick Riordan (RL, 740L)

The Golden Key, Expeditionary Learning (RL, 665L) | "Back-to-School Speech," President Barack Obama (RI, 940L)

"**Stanford University Commencement Address**," Steve Jobs (RI, 865L)

Bud, Not Buddy, Christopher Paul Curtis (RL, 950L)

"If," Rudyard Kipling (RL poem, NL) (also audio version: http://archive.org/details/if_kipling_librivox)

Various informational texts for a short research project | *Good Masters! Sweet Ladies! Voices from a Medieval Village*, Laura Amy Schlitz (RL, NL)

Additional texts to come | "**San Francisco's Old Chinatown**," Jesse B. Cook (RI, 1060L)

Dragonwings, Lawrence Yep (RL, 870L)

Various informational texts for a short research project | To be determined | "**The Exterminator**," Kirsten Weir (RI, 1140L)

"Welcome Back," Susan Nagle-Schwarz (RI, 1080L)

"Rachel Carson: Sounding the Alarm on Pollution," Robert Peterson (RI, 840L)

Frightful's Mountain, Jean Craighead George (RL, 650L)

John Stossel video on DDT: http://www.youtube.com/watch?v=kHwqandRTSQ (NL)

"Earth Tones" video on DDT: http://www.science.gc.ca/default.asp?lang=en&n=730d78b4-1

Various informational texts for extended research project |
|---|---|---|---|---|---|---|
| **Lexile®** | Common Core Band Level Text Difficulty Ranges for Grades 6–8[2]: 925–1185L | | | | | |
| **Perform-ance Task** | My Hero's Journey | Essay to Inform: "My Rule to | TO COME | Newspaper article: "Life | TO COME | Published Position Paper: |

	Narrative (NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2, and L.6.3); scaffolded narrative	Live By" (NYSP12 ELA Standards (RI.6.1, RI.6.2, W..2, W.6.5, W.6.9, L.6.1, and L.6.2); scaffolded essay		in Chinatown" (RI.6.7, W.6.2, W.6.7, and W.6.9); scaffolded essay		DDT: Do the Benefits Outweigh the Consequences? (RI.6.1, W.6.1, W.6.5, W.6.7, W.6.9, L.6.1e, and L.6.6); research paper

Unit-Level Assessments (NYSP12 ELA CCLS)

	6M1	6M2A	6M2B	6M3A	6M3B	6M4
Mid-Unit 1	Inferring about the Main Character in The Lightning Thief (RL.6.1 and RL.6.3) graphic organizer and short constructed responses	Figurative Language and Word Choice in *Bud, Not Buddy* (RL.6.4, L.6.4, and L.6.5) short constructed response	TO COME	Point of View, Figurative Language and Passage Connections from *Dragonwings* (RL.6.4, RL.6.5, RL.6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c) graphic organizer and short constructed response	TO COME	Tracing and Evaluating an Argument: "Rachel Carson: Sounding the Alarm on Pollution" and the Video about DDT (RI.6.8 and SL.6.3) graphic organizers
End of Unit 1	Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey" (RL.6.1, RL.6.3, R.I. 6.1, and W.6.9) graphic organizer and short constructed response	Analyzing the Barack Obama Back-to-School Speech (RI.6.2 and RI.6.5) short constructed response	TO COME	Evidence of Author's Perspective in *Dragonwings* (RL.6.4, and RL.6.6a) short constructed response	TO COME	Fishbowl Discussion: DDT: Do the Benefits Outweigh the Conse-quences? (SL.6.2 and SL.6.2a) discussion
Mid-Unit 2	Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus (RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9) scaffolded essay	Analyzing Poetry: Structure and Theme in "If" by Rudyard Kipling (RL.6.5, RL.6.7, RL.6.9, and L.6.5) reading and listening task; selected response, short constructed response	TO COME	Analyzing the Point of View of Police Commissioner Jesse B. Cook (RI.6.3, RI.6.6, and RI.6.4) short constructed response	TO COME	Comparing and Contrasting Two Texts: Simulated Research (RI.6.9, W.6.7, W.6.8, L.6.4b, L.6.4c, and L.6.4d) graphic organizer, selected response, short constructed response
End of Unit 2	Literary Analysis— Connecting Themes in Cronus and *The Lightning Thief* (NYSP12 ELA CCLS RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, and L.6.1a,b,c,d) scaffolded essay	Argument: How Does Bud Use His Rules—to Survive or to Thrive? (NYSP12 ELA CCLS RL.6.1, W.6.1, W.6.4, W.6.5, L.6.1, and L.6.2) scaffolded essay	TO COME	Literary Analysis: Comparing Moon Shadow's Point of View in *Dragonwings* with the Point of View of Police Commissioner Jesse. B. Cook (W.6.2, W.6.9, W.6.9a, and L.6.2) literary	TO COME	Making a Claim: Where Do You Stand on the Use of DDT? (RI.6.9a, W.1, W.9, SL.6.4, SL.6.5, and SL.6.6) oral presentation

				analysis essay		
Mid-Unit 3	Crosswalk between My Hero's Journey Narrative and "The Hero's Journey" Informational Text (W.6.2, W.6.3a, and W.6.9) on-demand extended response	Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform (NYSP12 ELA CCLS RI.6.1, RI.6.2, and SL.6.1) short constructed response and discussion	TO COME	Researching and Interpreting Information (RI.6.7, W.6.7, SL.6.2, RL.6.11a, and RL.6.11b) graphic organizer	TO COME	Draft of Position Paper: DDT: Do the Benefits Outweigh the Conse-quences? (RI.6.1, W.6.1, W.6.9, and L.6.6) draft essay
End of Unit 3	"My Hero's Journey" Narrative Draft (NYSP12 ELA CCLS W.6.3, W.6.4, and W.6.11c) on-demand narrative	Draft of Essay to Inform: "My Rule to Live By" (NYSP12 ELA CCLS RI.6.1, RI.6.2, W.6.2, and W.6.9) on-demand essay	TO COME	Writing a Newspaper Article (W.6.2, W.6.4a, W.6.7, W.6.9, L.6.3a, and L.6.3b) scaffolded essay	TO COME	Reflection on the Writing Process: Moving from Draft to Published Position Paper (W.6.5 and W.6.6) written reflection

NYSP12 ELA CCLS Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCLS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- "B" modules will assess all the same standards as "A" modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as "integrated throughout."
- Some standards (e.g., W.2) have a main or "parent" standard and then subcomponents (e.g., W.2a). Often, students' mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the "parent" standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

	6M1	6M2A	6M2B	6M3A	6M3B	6M4
Reading Standards for Literature						
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			✓
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓					
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓					
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		✓	✓	✓	✓	
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		✓	✓	✓	✓	
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.				✓	✓	
a. Explain how an author's geographic location or culture affects his or her perspective.				✓	✓	
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.		✓	✓			
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.		✓	✓			
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.	Integrated throughout.					
RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.				✓	✓	

a. Self-select text based on personal preferences.[3]		✓	✓	✓	✓	
b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.				✓	✓	

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[3] In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See "Launching Independent Reading in Grades 6–8: Sample Plan" (stand-alone document on EngageNY.org).

	6M1	6M2A	6M2B	6M3A	6M3B	6M4
Reading Standards for Informational Text						
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓	✓			
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				✓	✓	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.				✓	✓	
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓	✓			
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				✓	✓	
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				✓	✓	
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓
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).						✓
a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
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.	Integrated throughout.					

	6M1	6M2A	6M2B	6M3A	6M3B	6M4
Writing Standards						
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓			✓
a. Introduce claim(s) and organize the reasons and evidence clearly.		✓	✓			✓
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		✓	✓			✓
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		✓	✓			✓
d. Establish and maintain a formal style.		✓	✓			✓
e. Provide a concluding statement or section that follows from the argument presented.		✓	✓			✓
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	
e. Establish and maintain a formal style.	✓	✓	✓	✓	✓	
f. Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓	✓	✓	✓	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓					
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓					
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓					
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓					
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓					
e. Provide a conclusion that follows from the narrated experiences or events.	✓					

Standard						
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓	✓			
a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.				✓	✓	
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.	Integrated throughout.					
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.	Integrated throughout.					
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		✓	✓	✓	✓	✓
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.						✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	✓
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	✓	✓	✓	✓	✓	
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	✓	✓	✓	✓	✓	✓
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					
W.6.11. Create and present a text or artwork in response to a literary work.				✓	✓	
a. Develop a perspective or theme supported by relevant details.				✓	✓	
b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.				✓	✓	
c. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	✓		✓			

	6M1	6M2A	6M2B	6M3A	6M3B	6M4
Speaking and Listening Standards						
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.		✓	✓			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		✓	✓			
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		✓	✓			
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		✓	✓			
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		✓	✓			
e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.		✓	✓			
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.				✓	✓	✓
a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.						✓
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						✓
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.						✓

	6M1	6M2A	6M2B	6M3A	6M3B	6M4
Language Standards						
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓					
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓					
b. Use intensive pronouns (e.g., *myself, ourselves*).	✓					
c. Recognize and correct inappropriate shifts in pronoun number and person.	✓					
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓					
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.						✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				✓	✓	
a. Vary sentence patterns for meaning, reader/listener interest, and style.				✓	✓	
b. Maintain consistency in style and tone.				✓	✓	
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.				✓	✓	
a. Vary sentence patterns for meaning, reader/listener interest, and style.*				✓	✓	
b. Maintain consistency in style and tone.*				✓	✓	
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.						✓
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				✓	✓	✓
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).						✓
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						✓
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓	✓			
a. Interpret figures of speech (e.g., personification) in context.		✓	✓			
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		✓	✓			

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).		✓	✓		
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Integrated throughout.				