

**Chariho Regional School District
Grade 6 - English Language Arts**

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Grade 6, Unit 1
Testing Our Limits

Overview

Number of Instructional Days: 30

Essential Question: What do we do when life gets hard?

Genre Focus: Fiction

Extended Writing: Narrative

Life is full of challenges, and some are harder than others. What we choose to do or say in the face of these challenges often varies based on the challenge itself. Sometimes we choose to respond to challenges by attempting something that we have never done before, something that might even scare us a little. Climbing a mountain or running a marathon are challenges that people often choose to face. Often, however, life presents us with difficulty when people least expect it, such as in an emergency or a crisis.

Texts within the unit’s genre and across other genres present different perspectives on responding to life’s unexpected difficulties. After reading about how these and other characters respond when their lives are upended, students will try their own hands at writing a short story, applying what they have learned about dealing with life’s challenges to their own narrative writing projects. Throughout this unit, students will explore the different reasons and ways in which people make decisions and take action when life turns out to be tougher than expected. (Adapted from McGraw-Hill Ed’s *StudySync*)

Essential Skills

Reading Skills

- Annotation
- Context Clues
- Reading Comprehension
- Textual Evidence
- Figurative Language
- Making Connections
- Character
- Setting
- Making and Confirming Predictions
- Dramatic Elements and Structure
- Story Structure
- Plot
- Summarizing

Writing Skills

- Text-Dependent Responses
- Short Constructed Response
- Peer Review
- Personal Response

- Compare and Contrast
- Organizing Narrative Writing
- Story Beginnings
- Descriptive Details
- Narrative Techniques
- Transitions
- Conclusions
- Narrative Writing Process: Plan
- Narrative Writing Process: Draft
- Narrative Writing Process: Revise
- Narrative Writing Process: Edit and Publish

Language

- Personal Pronouns
- Pronouns and Antecedents
- Consistent Pronoun Use

Speaking and Listening

- Collaborative Conversations

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:

Click on the standard to view the standards progression.

[RL.6.1](#) - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RL.6.2](#) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

[RL.6.3](#) - Describe how the plot of a particular story, poem, or drama 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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).

[RL.6.5](#) - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

[RL.6.9](#) - Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

[RL.6.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

[W.6.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.6.1.a](#) - Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.

[W.6.1.b](#) - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[W.6.3](#) - Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

[W.6.3.a](#) - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.

[W.6.3.b](#) - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

[W.6.3.c](#) - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

[W.6.3.d](#) - Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

[W.6.3.e](#) - Provide a conclusion that follows from the narrated experiences or events.

[W.6.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.6.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[W.6.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

[W.6.5.b](#) - Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

[W.6.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

[L.6.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.6.1.a](#) - Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.

[L.6.1.b](#) - Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.

[L.6.1.c](#) - Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

[L.6.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

[L.6.4.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.

[L.6.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.6.5.a](#) - Interpret figures of speech (e.g., personification) in context.

[L.6.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[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.

[SL.6.1.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.

[SL.6.1.b](#) - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[SL.6.1.c](#) - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[SL.6.1.d](#) - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[SL.6.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:

[Click on the standard to view the standards progression.](#)

[RL.6.6](#) - Explain how an author develops the point of view of the narrator or speaker in a text.

[RI.6.1](#) - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RI.6.2](#) - Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a 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; explain how word choice affects meaning and tone.

[RI.6.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

[W.6.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.6.1.c](#) - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[W.6.6](#) - Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

[W.6.10](#) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

[SL.6.3](#) - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Grade 6, Unit 2 *You and Me*

Overview

Number of Instructional Days:

Essential Question: How do relationships shape us?

Genre Focus: Poetry

Extended Writing: Argumentative

Human bonds have been the subject of fiction, informational texts, and poetry. This unit offers a wide variety of literature about relationships for students to explore. After reading stories, poems, and nonfiction selections about important relationships that had such a powerful impact they may have changed people's lives, students will then describe a person who has influenced them and use their personal experience to argue whether or not relationships can truly shape one's future. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading Skills

- Annotation

- Context Clues
- Reading Comprehension
- Textual Evidence
- Figurative Language
- Making Connections

Reading Skills

- Generating Questions
- Language, Style, and Audience
- Textual Evidence
- Connotation and Denotation
- Theme
- Story Structure
- Making Inferences
- Figurative Language
- Poetic Elements and Structure
- Summarizing
- Point of View

Writing Skills

- Compare and Contrast

- Organizing Argumentative Writing
- Thesis Statement
- Reasons and Relevant Evidence
- Introductions
- Transitions
- Style
- Conclusions
- Argumentative Writing Process: Plan
- Argumentative Writing Process: Draft
- Argumentative Writing Process: Revise
- Argumentative Writing Process: Edit and Publish

Speaking and Listening

- Adjusting Fluency

Language

- Basic Spelling Rules I
- Possessive Pronouns
- Formal and Informal Language

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
Click on the standard to view the standards progression.

[RL.6.1](#) - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RL.6.2](#) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

[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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author’s attitude toward subject or audience), or mood (i.e., emotional atmosphere).

[RL.6.5](#) - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

[RL.6.6](#) - Explain how an author develops the point of view of the narrator or speaker in a text.

[RL.6.9](#) - 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](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

[RI.6.2](#) - Determine a text’s central idea(s) and how particular details help convey the idea(s); provide a summary of the text distinct from personal opinions or judgments.

[W.6.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.6.1.a](#) - Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.

[W.6.1.b](#) - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[W.6.1.c](#) - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[W.6.1.d](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

[W.6.1.e](#) - Provide a concluding statement or section that follows from the argument presented.

[W.6.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

[W.6.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[W.6.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

[W.6.5.b](#) - Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

[W.6.6](#) - Use technology, including current web-based communication platforms, 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.

[L.6.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.6.1.a](#) - Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.

[L.6.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

[L.6.4.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.

[L.6.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.6.5.a](#) - Interpret figures of speech (e.g., personification) in context.

[L.6.5.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; independently research words and gather vocabulary knowledge.

[SL.6.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards that *Reinforce (StudySync - Practice/Application only) the Unit of Study Standards:*
[Click on the standard to view the standards progression.](#)

[RL.6.3](#) - Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

[RI.6.1](#) - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[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; explain how word choice affects meaning and tone.

[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.6.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

[W.6.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[W.6.2.a](#) - Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[W.6.2.b](#) - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[W.6.3](#) - Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

[W.6.3.b](#) - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

[W.6.3.c](#) - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

[W.6.3.d](#) - Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

[W.6.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

[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.

[L.6.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

[L.6.4.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.

[L.6.4.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).

[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.

[SL.6.1.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.

[SL.6.1.b](#) - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[SL.6.1.c](#) - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[SL.6.1.d](#) - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

[SL.6.3](#) - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Grade 6, Unit 3 *In the Dark*

Overview

Number of Instructional Days:

Essential Question: How do you know what to do when there are no instructions?

Genre Focus: Informational Text

Extended Writing: Informative

Darkness is associated with the unknown and the unknowable. It can be real, like an unexplored cave, or something like the unknown events that the future may bring. Darkness inspires fear and encourages uncertainty, yet some people find it safer to remain there. They would rather be “in the dark” than to take steps to try and “see the light.”

This unit offers a mixture of texts, both fiction and informational, about people that face uncertainty. After reading the stories and informational texts about individuals and characters that take action in the face of uncertainty, students will have the opportunity to write an informative essay. In their essays, students will identify three individuals or characters from the unit texts and explore their motivations. (Adapted from McGraw-Hill Ed’s *StudySync*)

Essential Content and Skills

Reading Skills

- Visualizing
- Character
- Story Structure

- Informational Text Elements
- Central or Main Idea
- Poetic Elements and Structure
- Technical Language

- Media
- Informational Text Structure
- Theme
- Synthesizing
- Textual Evidence

Writing Skills

- Thesis Statement
- Organizing Informative Writing
- Supporting Details
- Introductions
- Transitions
- Precise Language

Speaking and Listening

- Media

- Style
- Conclusions
- Informative Writing Process: Plan
- Informative Writing Process: Draft
- Informative Writing Process: Revise
- Informative Writing Process: Edit and Publish

Language

- Parentheses, Brackets, and Ellipses
- Prefixes
- Basic Spelling Rules II

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
[Click on the standard to view the standards progression.](#)

[RL.6.2](#) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

[RL.6.3](#) - Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

[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.6.7](#) - Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.

[RL.6.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

[RI.6.1](#) - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[RI.6.2](#) - Determine a text's central idea(s) and how particular details help convey the idea(s); 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; explain how word choice affects meaning and tone.

[RI.6.5](#) - Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

[RI.6.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

[W.6.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[W.6.2.a](#) - Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[W.6.2.b](#) - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[W.6.2.c](#) - Use appropriate transitions to clarify the relationships among ideas and concepts.

[W.6.2.d](#) - Use precise language and domain-specific vocabulary to inform about or explain the topic.

[W.6.2.e](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

[W.6.2.f](#) - Provide a concluding statement or section that follows from the information or explanation presented.

[W.6.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.6.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[W.6.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

[W.6.5.b](#) - Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

[W.6.6](#) - Use technology, including current web-based communication platforms, 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.

[L.6.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.6.2.a](#) - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

[L.6.2.b](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

[L.6.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

[L.6.4.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.

[L.6.4.b](#) - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

[L.6.4.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.

[L.6.4.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.6.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[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.

Standards that Reinforce (*StudySync - Practice/Application only*) the Unit of Study Standards:
[Click on the standard to view the standards progression.](#)

[RL.6.1](#) - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[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, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author’s attitude toward subject or audience), or mood (i.e., emotional atmosphere).

[RL.6.6](#) - Explain how an author develops the point of view of the narrator or speaker in a text.

[RI.6.9](#) - Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

[W.6.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.6.1.a](#) - Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.

[W.6.1.b](#) - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[W.6.1.c](#) - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[W.6.3](#) - Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

[W.6.3.a](#) - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.

[W.6.3.c](#) - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

[W.6.3.d](#) - Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events.

[W.6.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

[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.

[L.6.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.6.5.a](#) - Interpret figures of speech (e.g., personification) in context.

[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.

[SL.6.1.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.

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[SL.6.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 6, Unit 4
Personal Best
June, 2021

Overview

Number of Instructional Days:

Essential Question: Which qualities of character matter most?

Genre Focus: Argumentative Text

Extended Writing: Literary Analysis

In sports, the phrase “personal best” refers to an athlete’s greatest achievement—the fastest race, the highest jump, the perfect score. For most of us, however, “personal best” refers to those moments when we act in a noble or just way. They are moments when we can feel proud of ourselves for having done the right thing—like standing up for our principles or sticking up for people in need.

This unit offers a mixture of texts about real individuals and fictional characters who achieve their personal best through wrestling with familiar and realistic struggles. After reading these stories and informational texts about individuals and characters that strive for their personal best, students will have

the opportunity to write a literary analysis argumentative essay. In their essays, students will identify two unit texts that they think develop a main idea or theme that communicates the qualities of character that matter most. (Adapted from McGraw-Hill Ed's *StudySync*)

Essential Content and Skills

Reading Skills

- Setting a Purpose for Reading
- Author's Purpose and Point of View
- Connotation and Denotation
- Informational Text Structure
- Media (RI) and (RL)
- Evaluating Details
- Arguments and Claims
- Point of View
- Theme
- Reasons and Evidence
- Central or Main Idea
- Compare and Contrast (RI)
- Poetic Elements and Structure

Writing Skills

- Thesis Statement
- Organizing Argumentative Writing

- Reasons and Relevant Evidence
- Introductions
- Transitions
- Style
- Conclusions
- Literary Analysis Writing Process: Plan
- Literary Analysis Writing Process: Draft
- Literary Analysis Writing Process: Revise
- Literary Analysis Writing Process: Edit and Publish

Language

- Commas with Nonessential Elements
- Using Pronouns
- Commonly Confused Words

Speaking and Listening

- Media
- Arguments and Claims

Written Curriculum

Standards that are the *Focus (StudySync - Instruction and Practice/Application)* in the Unit of Study:
[Click on the standard to view the standards progression.](#)

[RL.6.2](#) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

[RL.6.5](#) - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

[RL.6.6](#) - Explain how an author develops the point of view of the narrator or speaker in a text.

[RL.6.7](#) - Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text.

[RL.6.2](#) - Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

[RI.6.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RI.6.5](#) - Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) 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., in charts, graphs, photographs, videos, maps) 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).

[RI.6.10](#) - Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

[W.6.1](#) - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.

[W.6.1.a](#) - Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.

[W.6.1.b](#) - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[W.6.1.c](#) - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[W.6.1.d](#) - Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

[W.6.1.e](#) - Provide a concluding statement or section that follows from the argument presented.

[W.6.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.6.5](#) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[W.6.5.a](#) - Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).

[W.6.5.b](#) - Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

[W.6.6](#) - Use technology, including current web-based communication platforms, 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.

[L.6.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

[L.6.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.6.2a](#) - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

[L.6.2b](#) - Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

[L.6.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

[L.6.4.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.

[L.6.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[L.6.5.b](#) - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

[L.6.5.c](#) - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

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

[SL.6.3](#) - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Standards that Reinforce (StudySync - Practice/Application only) the Unit of Study Standards:

Click on the standard to view the standards progression.

[RL.6.1](#) - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)

[RL.6.3](#) - Describe how the plot of a particular story, poem, or drama 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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).

[RL.6.10](#) - Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.

[RI.6.1](#) - Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

[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).

[W.6.2](#) - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[W.6.2.a](#) - Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[W.6.2.b](#) - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[W.6.9](#) - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

[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.

[L.6.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

[L.6.4.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.

[L.6.4.b](#) - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

[L.6.4.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.

[L.6.4.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.6.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

[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.

[SL.6.1.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.

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