

Standard Division Document School Year 2017-2018 Course: English 6

The ELA Standard Division Documents for Middle School English Language Arts are designed to provide teachers with a framework of the Common Core State Standards, for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Focused standard instruction can be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be taught together (e.g., RL.6.1 and RI.6.1). These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward the effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments*. The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. The District offers benchmarks at the beginning of the year, mid-year, end of the year, and each nine week period. **Tested standards are marked BM when they are benchmarked.** The SDD provides a guide for what standards will be included on the district assessments. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by the District or State Assessments. These school-based assessments may include Performance Tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the Standards (e.g., portfolios, research projects, products and presentations).

READING LITERATURE	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
RL.6 .1	Focused Instruction RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. BM	Developing → BM	Developing →	Developing/Mastery → BM
RL.6 .2	Focused Instruction RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a	Developing → BM	Developing →	Developing/Mastery →

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	summary of the text distinct from personal opinions or judgments.			
RL.6 .3		Focused Instruction 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. BM	Developing →	Developing/ Mastery →
RL.6 .4	Focused Instruction 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	Developing → BM	Developing →	Developing/ Mastery → BM
RL. 6 .5		Focused Instruction 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.	Developing → BM	Developing/ Mastery →
RL. 6 .6		Focused Instruction RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text	Developing/Mastery →	Developing/Mastery BM
RL.6 .7		Focused Instruction 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.	Developing →	Developing/ Mastery →

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RL.6 .8	N/A			
RL. 6 .9			Focused Instruction 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. BM	Developing/ Mastery → BM
RL.6 .10	Focused Instruction 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.	Developing →	Developing →	Developing/ Mastery →

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READING INFORMATIOAL TEXT	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
RI. 6 .1	Focused Instruction RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. BM	Developing → BM	Developing →	Developing/Mastery → BM
RI.6 .2	Focused Instruction 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	Developing → BM	Developing →	Developing/Mastery →
RI.6 .3			Focused Instruction 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). BM	→ BM
RI. 6 .4	Focused Instruction RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. BM	Developing →	Developing →	Developing/ Mastery →
RI.6 .5		Focused Instruction 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.	Developing → BM	Developing/ Mastery → BM

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RI.6 .6		Focused Instruction RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Developing →	Developing/ Mastery →
RI.6 .7		Focused Instruction 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.	Developing →	Developing/ Mastery →
RI.6 .8			Focused Instruction 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.	Developing/ Mastery → BM
RI.6 .9				Focused Instruction/ Mastery 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). BM
RI.6 .10	Focused Instruction 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.	Developing →	Developing →	Developing/ Mastery →

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WRITING	1 st Nine weeks	2 nd Nine weeks	3 rd Nine weeks	4 th Nine Weeks
W. 6 .1			<p>Focused Instruction/ Developing W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1d Establish and maintain a formal style.</p> <p>W.6.1e Provide a concluding statement or section that follows from the argument presented.</p>	<p>Developing/Mastery</p> <p>→</p>

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W.6 .2		Focused Instruction 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. W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts. W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2e Establish and maintain a formal style. W.6.2f Provide a concluding statement or section that follows from the information or	Developing →	Developing/Mastery →

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		explanation presented.		
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<p>W.6 .3</p>	<p>Focused Instruction</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p>	<p>Developing/ Mastery</p> <p>→</p>
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W. 6 .4	Focused Instruction 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.)		Developing →	Developing/ Mastery →
W.6 .5		Focused Instruction 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 here .)	Developing →	Developing/ Mastery →
W.6 .6	Focused Instruction 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.	Developing →	Developing →	Developing/ Mastery →
W.6 .7			Focused Instruction W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Developing/Mastery →

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W.6 .8			Focused Instruction 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.	Developing/Mastery →
W.6 .9		Focused Instruction W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Developing →	Developing/ Mastery →
W.6 .10	Focused Instruction 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.	Developing →	Developing →	Developing/Mastery →

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SPEAKING AND LISTENING	1 st Nine weeks	2 nd 6 weeks	3 rd Nine weeks	4 th Nine Weeks
SL. 6 .1	<p>Focused Instruction</p> <p>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.</p> <p>SL.6.1a 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.</p> <p>SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	Developing	Developing →	Developing/Mastery →

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SL.6 .2	Focused Instruction 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.	Developing →	Developing →	Developing/Mastery →
SL. 6 .3		Focused Instruction 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.	Developing/ Mastery →	Developing/ Mastery →
SL.6 .4			Focused Instruction 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	Developing/ Mastery →
SL. 6 .5		Focused Instruction SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Developing →	Developing/ Mastery →
SL.6 .6	Focused Instruction SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)	Developing →	Developing →	Developing/ Mastery →

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LANGUAGE	1 st Nine weeks	2 nd Nine weeks	3 rd Nine weeks	4 th Nine Weeks
L.6 .1	<p>Focused Instruction</p> <p>L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1b Use intensive pronouns (e.g., myself, ourselves).</p> <p>L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p>	<p>Developing/Mastery</p> <p>→</p>
L.6 .2	<p>Focused Instruction</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, <u>punctuation</u>, and spelling when writing.</p> <p>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>L.6.2b Spell correctly.</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p>	<p>Developing/Mastery</p> <p>→</p>

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L.6 .3			<p>Focused Instruction L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>L.6.3b Maintain consistency in style and tone.*</p>	<p>Developing/ Mastery</p> <p>→</p>
L.6 .4		<p>Focused Instruction L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Developing</p> <p>→</p>	<p>Developing/ Mastery</p> <p>→</p>

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		L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)		
L.6 .5	<p>Focused Instruction</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5a Interpret figures of speech (e.g., personification) in context.</p> <p>L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p>	<p>Developing/ Mastery</p> <p>→</p>
	<p>Focused Instruction</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Developing</p> <p>→</p>	<p>Developing</p> <p>→</p>	<p>Developing/ Mastery</p> <p>→</p>

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STANDARDS AT A GLANCE: English 6

<i>Standards At A Glance: Focused Instruction</i>				
Strand	1 st 9-weeks	2 nd 9-weeks	3 rd 9-weeks	4 th 9-weeks
Reading Literature	1, 2, 4, 10	3, 5, 6, 7	9	
Reading Informational Text	1, 2, 4, 10	2, 5, 6, 7	3, 8	9
Writing	3, 4, 6, 10	2, 5, 7, 9	1, 8	
Speaking and Listening	1, 2, 6	5	3, 4	
Language	1, 2, 5, 6	4	3	

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<i>Standards At A Glance: Assessments</i> (School-level assessments, Benchmarks and MSLs)				
Strand	1 st 9-weeks Beginning of Year Benchmark and Assessments	End of 2 nd 9-weeks Mid-year Benchmarks	3 rd 9-weeks	4 th 9-weeks End-of-Year Benchmarks and Assessments (MSLs)
Reading Literature	All (School-level pre-assessments) BM- 1	1, 2, 3, 4 BM- 1,2,3,4	7, 9, 10 (On-going school-level assessment) BM- 5,9	1, 2, 3, 4, 5, 6, 7, 9, 10 (School-Level, District, & State Assessments) BM- 1,4,6,9
Reading Informational Text	All (School-level pre-assessments) BM- 1,4	1, 2, 4 BM- 1,2	7, 9, 10 (On-going school-level assessment) BM- 3,5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (School-Level, District, & State Assessments) BM- 1,3,5,8,9
Writing	All (school-level pre-assessments)	3, 4, 6, 10 (On-going school-level assessment)	1, 2, 5, 7, 8 (On-going school-level assessment)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (School-Level Common Assessments)
Speaking and Listening	All (School-level pre-assessments)	1, 2, 6 (On-going school-level assessment)	3, 4, 5 (On-going school-level assessment)	1, 2, 3, 4, 5, 6 (School-Level Common Assessments)
Language	All (school-level pre-assessments)	1, 2, 5, 6 (On-going school-level assessment)	3, 4 (On-going school-level assessment)	1, 2, 3, 4, 5, 6 (School-Level Common Assessments)