

TEACHER GUIDANCE


FOR TEACHING THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS



Grade Six



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"Making Education Work for All Georgians"

	Grade 6 CCGPS
	Reading Literary (RL)
	ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Use summary, paraphrase, annotation, and any other useful strategy you have learned to ensure that you are comprehending as you read and that you have adequate recall of the material covered
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Distinguish important facts and details from extraneous information
- Distinguish facts that support your specific claim from facts that are irrelevant
- Make a practice of taking notes from texts as you read in order to gather text evidence for claims
- Practice reading texts within the prescribed time limit for your grade-level expectations

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Model frequent comprehension and recall checks throughout text (stop and question what was just read; paraphrase or summarize)
- Provide foundational instruction on the literary and rhetorical terms students will need as they move into more sophisticated forms of analysis in their essays
- Require students to take effective notes, both within the classroom and when reading on their own, and allow them to use these notes in assessments on occasion in order to support their engagement in the process
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance
- Help students differentiate between strong and relevant evidence and weak or irrelevant information
- Examine genre characteristics

Sample Task for Integration:

Standard RL1 goes beyond previous reading standards for comprehension in that it requires students to provide evidence from the text to support all claims and inferences made in the analysis of a text. In grade 6, students may need scaffolding not only in gleaning the best, most relevant evidence for a claim, but also in understanding what sorts of claims and inferences they might be making in textual analysis. For example, an inexperienced student might make the claim “This is a good book, “ a vague and meaningless claim from a literary standpoint compared to something like, “Cisneros uses colorful Latino words and phrases along with sensory details about the food, art, and architecture of her childhood home to create a culturally relevant setting.” Using a text under consideration by the class, have students construct a claim about that text. Share and refine the claims and inferences through several rounds of discussion, providing avenues of focus (for example, “Is it Poe’s choice of words with similar sounds that reminds you of the wind?” or “Did you notice how L’Engle repeated that phrase several times in the passage? Why do you think she’d do that?). Creating a claim or inference that is worth exploring is the first step to an effective search for evidence!

Recommended Vocabulary for Teaching and Learning:

Imagery	Genre	Sensory Detail	Characterization	Explicit
Characterization	Setting	Plot	Inferred	Evidence
Citation	Analysis	Annotation	Tone	Figurative Language

	Grade 6 CCGPS
	Reading Literary (RL)
	ELACC6RL2: 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.

Skills/Concepts for Students:

- Understand that themes are usually universal concepts such as love, friendship, loss, etc.
- Make predictions about developing themes within your class notes, citing evidence that influences your evolving opinion
- Pay attention to details; authors can hide clues in many places! Does it rain often in this story? Why? Does the protagonist continually lose things? Why? Was there a mirror in every room in a scene? Why? It can be fun to try and guess what it is the author is trying to hint at!
- Consider literary elements such as narrative voice, organization, or word choice as well as explicit facts when determining the theme of a story (for example, first person narration might be a clue that the theme will be about identity or self-discovery)
- Practice summarizing a text using facts only, without relating your opinion about the text (this is harder than you might think!)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- To facilitate a discussion of theme, ask students to identify what kind of person the protagonist was at the story’s beginning, how he or she was significantly different at the end, and what crisis in the narrative precipitated the change
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim
- Compare and contrast themes from different places, times, and genres (for example, what themes do students consistently identify in stories with younger protagonists as opposed to older protagonists? How are stories from the American West or Victorian England consistently similar?)
- Allow students to examine individual elements as they contribute to theme (for example, characterization) as well as how the theme is developed as a whole
- Require students to summarize without bias frequently; note when opinion begins to creep into the summary and use student models to discuss

Sample Task for Integration:

An interesting activity to conduct early in the year is to list and discuss texts with which the students are already familiar, including texts they have read in school, on their own, or seen performed on stage or in a movie. This brainstorming activity usually starts out slowly and picks up steam as students cue and remind one another of various stories. Once a significant list has been compiled on a Smartboard or chart paper, have students in pairs or groups list plot, setting, main character(s), and crisis/climax for each text. Sort the results by areas of similarity (several different variations may be possible, for example stories that feature main characters who are pre-teens or teens, or stories that occur in an imagined world as opposed to the real world, or stories that feature girls more prominently than boys or vice versa, stories that are sad as opposed to happy, etc.) After several iterations, the class can identify 3-5 stories that are similar in several ways. Guide the class in a discussion in the similarities in theme among stories with similar details. Students will ultimately be able to see the ways in which universal themes are developed.

Recommended Vocabulary for Teaching and Learning:

Characterization	Plot Structure	Tone	Mood	Setting
Diction	Organizational Structure	Rising Action	Climax	Falling Action
Resolution	Biased/Unbiased	Objective	Subjective	Crisis
Protagonist	Theme	Universal		

	Grade 6 CCGPS
	Reading Literary (RL)
	ELACC6RL3: 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 towards a resolution.

Skills/Concepts for Students:

- Identify and understand the elements of plot: exposition, rising action, climax, falling action, resolution
- Examine plot structure understanding the way in which conflict drives the action in a story and how certain events and developments lead to others
- Think carefully about all of the choices the author makes: where the story happens, whether it happens quickly or slowly, in one day or over many years, in a funny way or a frightening way; what is the author trying to make you think or feel?
- Identify and understand the elements of characterization (a character’s thoughts, words, actions, appearance, experiences, etc.)
- Determine which characters are the most important and most fully “realized” (written to seem like real people and not just place holders)
- Understand the concept of narrative voice (first, second, or third person/omniscience, subjectivity, etc.)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above) specifically including plot, character, setting, and language
- Provide texts illustrating a number of narrative structures (a variety of plot strategies such as frame narrative, flashback, foreshadowing) and voices
- Allow students to explore the ways in which we are “characterized” in life, by our actions, appearance, habits, etc., comparing this to the ways in which characters are developed by authors
- Pay close attention to characters that change over time, drawing attention to those changes and relating them to theme (the nature of significant changes to the protagonist’s feelings, circumstances, or beliefs through crisis usually will define the theme of a text)
- Provide graphic illustrations of the plot structure within texts under consideration in the classroom
- Point out the ways in which conflict drives plot action (if there are no problems or obstacles, you usually don’t have much of a story!)

Sample Task for Integration:

Challenge the students to identify a text wherein the protagonist does not undergo any significant emotional or situational change from the beginning of a novel to the end. Provide guiding examples (is Harry Potter the same boy after he enters Hogwarts as he was when he lived in fear under the Dursley’s stairs? Is Huck Finn the same boy after rafting down the river with Jim? Is Dorothy the same girl when she returns to Kansas as when she left it?). Students will probably not be able to identify any significant literary character who does not undergo a meaningful change. Allow students to discuss the ways in which these characters changed and the events that forced or allowed them to change. Identify similarities and differences in the ways that famous characters reacted to change.

Recommended Vocabulary for Teaching and Learning:

Plot Structure	Characterization	Dialogue	Exposition	Rising Action
Climax	Falling Action	Resolution	Static Character	Dynamic Character
Antagonist	Protagonist	Dialogue	Conflict	Episode
First Person Narrative	Third Person Narrative	Omniscient	Setting	

	Grade 6 CCGPS
	Reading Literary (RL)
	ELACC6RL4: 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.

Skills/Concepts for Students:

- Evaluate the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example “the brilliance twinkled, winking and sparkling in the velvet evening” feels quite different from “the mysterious flame glared and glowered in the night”)
- Identify and know how to use the major types of figurative language (for grade 6: metaphor, simile, hyperbole, and personification)
- Review and understand the basics of poetic structure and language appropriate to grade 6 (ballad, free-verse, etc.)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on figurative and connotative language and sound devices
- Explore the concepts of denotation and connotation thoroughly, requiring students to identify connotations frequently (often students may seem to understand the concept of connotation, but cannot provide appropriate examples when asked)
- Explore the deep connection between connotative meaning and figurative language (we do not say “quiet as a rock” even though rocks are very quiet! It is because mice can move around and accomplish a great deal in total silence that we say “quiet as a mouse”)
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, and rhyme scheme

Sample Task for Integration:

Allowing students to work in pairs, have them use figurative and connotatively rich language to change the meaning and tone of responses to a prompt. For example: “I love turkey, stuffing, and pumpkin pie.” Now rewrite to show that you REALLY LOVE it: “I adore the delicious taste of a crisp turkey drumstick with my grandma’s crumbly pecan stuffing and pie that tastes like a cinnamon cloud!” or to show that you don’t actually like it: “I like turkey about as much as I like old socks for dinner and pumpkin pie reminds me of old Jello you get in the hospital when you’ve had your tonsils out!” Have the students explore more and more nuanced changes to their responses and have other teams attempt to discern what their underlying meaning was (for example, “Turkey and stuffing is a great meal once a year” seems to indicate that more than once a year might be too much, while “A good turkey dinner is better than a snow day!” indicates a true love of the meal. Have students experiment with making their response clear without explicitly stating their position.

Recommended Vocabulary for Teaching and Learning:

Diction	Metaphor	Simile	Personification	Alliteration
Verse	Stanza	Hyperbole	Onomatopoeia	Symbol
Imagery	Analogy	Literal	Figurative	Concrete
Rhythm	Rhyme	Rhyme scheme	Lyric Poem*	Narrative Poem*

* Lyric poetry expresses feelings and emotions. Forms include the sonnet and the ode.

* Narrative poetry tells a story. Forms include the ballad and the epic

	Grade 6 CCGPS
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Reading Literary (RL)

ELACC6RL5: 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.

Skills/Concepts for Students:

- Acquire knowledge of the component parts of various kinds of texts (scene, act, chapter, stanza, line, etc.)
- Acquire knowledge of poetic structures appropriate to grade 6 (including examples of both lyric and narrative poetry)
- Identify and evaluate common organizational structures (e.g., logical order, cause and effect relationships, comparison and contrast, order of importance)
- Understand voice/point of view, author's purpose, genre expectations, audience, length, and format requirements of various kinds of text
- Take advantage of opportunities to see live dramatic performances
- Read and write poetry for enjoyment
- Analyze and evaluate the impact of poetic forms on the impact and meaning of a poems, reading a variety of poems from the simple, humorous, or unrhymed to strict metrical forms such as sonnets

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Guide students in deconstructing texts into their component parts, whether through "reverse" graphic organizers, or by identifying the steps in a process or events leading up to a crisis in a story
- Require students to perform pieces of dramatic literature
- Model reading interesting, relevant, or surprising poetry aloud, with appropriate pacing, tone, and inflection to engage the audience; have students practice reading poetry aloud
- Use Poet.Org (<http://www.poets.org/>) to allow students to explore multiple genres, literary periods, and subject matter in poetry, including hearing audio recordings of poets reading their own work
- Provide explicit instruction on the forms of lyric and narrative poetry appropriate to grade 6, as well as basic elements of rhythm, rhyme (both internal and end), and rhyme scheme

Sample Task for Integration:

To facilitate student understanding of the development of a plot and the component parts of a text, have students purposefully examine the broad outlines of a story through a graphic representation. In pairs, have students each write chapter summaries from a book they have read that their partner has not read (alternatively, students can use chapter summaries from a site such as SparkNotes). Place the chapter summaries on note cards, then remove one or two key chapters. Partners will attempt to piece together the narratives by placing the cards in order. Students should notice and discuss how difficult or easy they find this task to be and why. What events or clues within a given chapter help the student to guess which event comes next? Are there chronological clues such as seasons or birthdays? Is there physical or emotional growth? Are there changes in location or attitude? Students should try the exercise with one or two cards missing and with all the cards there and notice how certain events are key to understanding the development of the plot. At the end of the exercise students will write a brief analysis of the ways in which the plot was structured and the methods the author used to develop the story.

Recommended Vocabulary for Teaching and Learning:

Act	Scene	Chapter	Stanza	Climax/Crisis
Rhyme Scheme	Internal Rhyme	End Rhyme	Rhythm	Shift
Arc	Theme	Setting	Plot	Characterization

	Grade 6 CCGPS
	Reading Literary (RL)
	ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

Skills/Concepts for Students:

- Distinguish author from protagonist or narrator
- Consider the biases and perspectives of an author when analyzing a text; research these when necessary
- Acquire or review foundational knowledge of characterization and character traits
- Acquire or review knowledge of narrative voice and structure (first person, third person, tense, omniscience, etc.), and be able to distinguish what is meant by “point of view” as it relates to narrative voice and as it relates to an opinion or bias
- Understand that conflict is a driver of plot action; characters (along with events, settings, and other elements) experience conflicts that propel a story (for example characters love or hate one another, experience an obstacle or hindrance, are torn apart by circumstance, etc.)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Provide example texts that have different narrative styles (first person, third person, omniscient, limited omniscient, overt narrator, etc.)
- Trace the development of plot and character using visual timelines with evidence cited
- Have students attempt to identify the point of view of various well-known characters and examine the evidence that leads them to believe that a given point of view can be assigned to a character (for example, how would students judge Brian’s point of view about his parents in Hatchet? What words, actions, or thoughts belie this point of view?)

Sample Task for Integration:

In order to illustrate how one’s actions, thoughts, and words make one’s point of view clear to others, have students read a variety of articles that you know to have a bias. Visual texts (film clips or televised interviews) should be included. After reading or viewing a text, have students attempt to identify the point of view of the speaker (try to include texts with subtle biases as well as some with overt biases). Students will create a chart that lists each point within the text that gave the reader or viewer a clue as to the author’s bias. Students will write a brief analysis explaining the cumulative effect of the various details that made the speaker’s point of view obvious.

Recommended Vocabulary for Teaching and Learning:

Author Narrator Bias Perspective Point of View

	Grade 6 CCGPS
	Reading Literary (RL)
	ELACC6RL7: 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.

Skills/Concepts for Students:

- Make it a practice to watch films based on books you have enjoyed, or to read the original text from which a movie you enjoyed was derived; note the differences in the versions (characters made older or younger, setting or time period changed, parts of the story added or removed) and bring careful consideration to why you believe these changes were made
- Consider whether you consolidate information more readily through sound, writing, graphics, or movement; use the knowledge of the ways in which you learn to your advantage (draw diagrams in your notes instead of writing out relationships, for instance, if that is more meaningful to you, or record vocabulary words for study and listen to them instead of studying index cards)
- Take advantage of and create opportunities to attend live dramatic performances if possible
- Look at scripts when they are available when comparing film to original text
- Try making amateur videos or portions of texts you have read and examine the kinds of choices that go into bringing a story from a textual format to a visual format

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- Take students to see a film or staged production of a book they have read
- Allow students to produce a film or stage production of their own, examining how each literary element is translated into the new medium (for example, how can you convey a hot summer day on stage? How could lights, costumes, props, etc. create the effect?)
- Engage students in a discussion about the artistic merit of changes made within various versions of a text; what are some of the assumptions inherent in the changes (for example, if a subplot or character or scene has been left out of a stage or film version of a story)
- Provide a text of a movie script for visual and point-by-point comparison between texts if possible
- Compare and contrast exercises wherein students write about what they have seen, or see what they have just read, or listen to a poem after reading it silently; putting these experiences in close proximity to one another to allow students to see the variations in their aesthetic experience in sharp contrast

Sample Task for Integration:

Engage students in the creation of a video version of a text recently read by the class (i-movie is a convenient tool for this purpose and the digital format is easy to edit and share on various platforms). The first step in the process will be the most instructive one, when students must create a storyboard that will dictate which key parts of the text they can realistically hope to depict with the limited time and resources at hand (many simple programs for creating storyboards can be found online). The completed storyboard must be accompanied by a brief explanation of the elements of the story that were changed or excised and a rationale for each major change or omission. The activity will be instructive even if only completed to this point. If the students can go on to finish the film have the entire class engage in a collaborative discussion about the changes ultimately needed to translate the text to another medium.

Recommended Vocabulary for Teaching and Learning:

Script	Abridge	Audio	Video	Aural
Visual	Dialogue	Pace	Multimedia	

	Grade 6 CCGPS
	Reading Literary (RL)
	ELACC6RL8: (Not applicable to literature)
	ELACC6RL9: 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.

Skills/Concepts for Students:

- Begin to acquire knowledge of historical and literary eras
- Think about the historical and literary context of various stories from different genres in the same period, or different periods in the same genre (for example, how might the circumstances of World War II be apparent in works from the mid-20th century such as The Hobbit, by J. R. R. Tolkien, or The Lion, The Witch, and The Wardrobe, by C. S. Lewis?)
- Look for subtle references to other texts within texts, or symbols or storylines that seem to represent cultural or historic events
- Generalize concepts of setting, plot, characterization, and other narrative elements and relate these elements to their real-world counterparts
- Purposefully choose texts from a variety of authors, geographical and cultural contexts, genres, and literary periods

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Expose students to literary works, especially historical fiction, that use realistic historical context as a setting
- Place a world map and world timeline on the walls of the classroom for reference
- Compare and contrast works from various authors in the same time period, or works from the same genre (such as science fiction) over several decades in order to focus on enduring genre characteristics or to illustrate how historical context sometimes surfaces in fiction, especially as allegory
- Engage students in writing individual accounts of a common event and discuss the differences in those accounts

Sample Task for Integration:

After reading one science fiction text together as a class, assign students to read another science fiction selection by the same author, or to read another science fiction text on the same topic by another author. For example, students might read “Fahrenheit 451,” by Ray Bradbury in class, then read his “Martian Chronicles” on their own, or read another science fiction selection about a dystopian future such as “City of Ember,” by Caroline DuPrau. As one of their major literary essays for a unit, students will compare and contrast the works using specific evidence from the text to examine ways in which genre characteristics are consistent between two authors, or how an author’s style is similar or different between texts, etc.

Recommended Vocabulary for Teaching and Learning:

Genre	Context	Primary Source	Secondary Source	Allegory
Compare/Contrast	Literary Period	Era	Theme	

	Grade 6 CCGPS
	Reading Literary (RL)
	ELACC6RL10: 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.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation, note-taking
- Read within appropriate time frame for extended text
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)

Strategies for Teachers:


- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Task for Integration:

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating “book cards” that give plot, setting, characters, author, publication details, personal review and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally by the end of the year each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles and from which to draw recommendations for continued independent reading.

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Plot	Setting	Character	Analysis
Annotation	Evidence	Inference	Summary	Prosody

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
- Move towards consistently responding to text in an analytical way (how are the author’s strategies are intended to affect the audience, and why he or she choose those particular methods) instead of simply summarizing or paraphrasing
- Move towards consistently analyzing arguments from opinion (analysis is the positing of a thesis about a text based solely on an unbiased evaluation of the rhetorical elements, e.g., appeals to logic, emotion, or authority, parallelism, logical fallacies, diction)
- Produce evidence from the text for all claims and inferences, both in academic work and collaborative discussion
- Annotate texts (jot down explanations and evidence for claims with page numbers and relevant context)
- Distinguish between evidence that strongly supports a claim or position, and details that may be irrelevant or extraneous

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for R11 (see above)
- Require textual evidence for all claims and inferences, even in informal class discussion, and model always providing evidence for claims you relate to the class (even seemingly self-evident claims)
- Model the necessity of providing evidence for claims in circumstances other than textual analysis, for example in making decisions about a class party or field trip
- Require annotation of texts both formally (in grade 6 you do not necessarily need to institute a formal note-taking system, but notes should be organized and legible and should be checked periodically) and informally (students can use sticky notes in texts when writing in margins is unacceptable and can jot information in notebooks)
- Initiate discussions with students about what kind of evidence is strongest for a given claim or type of claim
- Purposefully provide informational texts that challenge readers in various ways (technically, with domain-specific language, with unusual structure, etc.)

Sample Task for Integration:

Have students examine several types of informational texts in order to identify two kinds of information from each: what is said explicitly, and what is inferred. Students should create a “T” chart with one side for explicit information and one side for inferences. In most cases, these two columns will match up, since inferences must be based on things that are said explicitly in the text. For example, a rental agreement for an apartment house may say explicitly “no pets over 35 pounds.” What is inferred by this admonition? Possible answers: that pets over 35 pounds are messier, cause more damage to property such as chewing, clawing, and shedding, etc. A scientific article may say explicitly that only one round of human trials has been conducted on a medical treatment. The inference from this fact might be that more clinical trials are needed to repeat results. This activity will help students become acquainted with various informational texts, discern explicit from inferred information, and learn to locate the best evidence for a claim. An extension of this activity could include having students work in groups to examine the other team’s list of explicit and implicit information and compare.

Recommended Vocabulary for Teaching and Learning:

Informative/Expository	Fact	Non-Fiction	Strategy	Rhetoric
Annotation	Analysis	Summary	Explicit	Implicit
Annotation	Journal	Primary Source	Secondary Source	Journalism

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI2: 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.

Skills/Concepts for Students:

- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Practice constructing objective summaries that are completely free of editorial bias (your opinion); this can be difficult to do, especially if you feel strongly about a subject
- Use your notes and annotations to physically sort connecting ideas from the text together
- Keep a record that can later be used to support your analysis of each piece of supporting evidence provided by the author for his or her claims

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Examine various organizational structures of academic and technical writing to identify central idea, for example in a scientific article the main idea will be identified and described in the abstract
- Provide students with direction in understanding that there are different reading strategies for different types of informational text (for example, author and cultural context of historical documents is extremely important, whereas the country of origin for a scientific article might not be very important; graphics are usually crucial to understanding a scientific article but may be less important to a newspaper article)
- Have students construct “reverse graphic organizers” from technical texts (creating an outline from the final text, which will force them to identify topics, claims, and supporting evidence)
- Purposefully choose a variety of informational texts that introduce and develop their main ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose

Sample Task for Integration:

Writing an unbiased summary of a dry, scientific article about volcanoes is a relatively easy task. Writing an unbiased summary of a text that is biased or inflammatory is much more difficult. Providing students with informational texts to summarize that are themselves skewed or that contain purposeful logical fallacies or passionately opinionated rhetoric will not only help students to learn to write unbiased summary, but will also afford them an opportunity to examine the ways in which bias can be woven into informational texts. Biased texts to use for this purpose could include Op/Ed pieces from your local newspaper, political speeches, or articles from news sources that are known for a liberal or conservative point of view. For advanced students, more unusual pieces (such as the humor of David Sedaris or Mark Twain, or even political satire both modern and historical) may be used. If time permits, allow students to share their summaries and discuss which examples most successfully communicated facts without bias from the student and without commentary on the bias of the author.

Recommended Vocabulary for Teaching and Learning:

Summary	Paraphrase	Bias	Editorial	Subjective
Objective	Central idea	Abstract	Introduction	Supporting
Extraneous	Objective	Subjective	Fact	Opinion

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Skills/Concepts for Students:

- Analyze and evaluate common textual features and organizational structures
- Include examination of author’s purpose, intended audience, and possible biases when analyzing text
- Notice structure and connections/distinctions in everyday informational texts (for example an abstract might introduce the key ideas of a scientific article, while an “attention grabber” might introduce a personal memoir essay)
- Note which kinds of evidence are used in which kinds of texts, and which you feel are most effective
- Read a wide variety of informational texts (newspapers, diaries, experimental logs, humorous essays, political speeches, contracts, etc.)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Have students use multiple communications strategies for an informational process (for example anecdote, analogy, categorization)
- Use graphic organizers to illustrate connections and distinctions (such as Venn diagrams and “T” charts)
- Require students to create outlines tracing the development of ideas or arguments in informational texts

Sample Task for Integration:

Each of the three areas of focus in this standard (introduction, illustration, and elaboration of ideas) are deserving of focused instruction. To study how ideas are introduced in various types of informational text, supply students with a number of magazines from different disciplines and with differing audience focuses (for example peer-reviewed journals, mechanics or sports magazines, gamer magazines, fitness magazines, etc.) Have students (individually or in pairs) examine the first one or two paragraphs in each article in order to explore and understand the strategies used to introduce main ideas (for example anecdotes, allegories, “attention-grabbers,” simple thesis statements, etc.). Have students keep a running record of which kinds of introductions are used in which kinds of articles (academic articles will rarely use “attention-getters” for example). After discussing the rationale for using certain kinds of organization and strategies for various kinds of texts, have student write a brief analysis on one chosen article, exploring strategies used by the author and plausible, text-supported reasons for the use of that strategy.

Recommended Vocabulary for Teaching and Learning:

Anecdote	Analogy	Attention Grabber	Abstract	Body
Conclusion	Introduction	Topic/Topic Sentence	Organizational Strategy	Thesis

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Skills/Concepts for Students:

- Study the effect of sound, form, and non-literal language such as idioms and figures of speech to aid in comprehension of complex informational text
- Evaluate how an author’s use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary, such as context, roots and suffixes, and reference materials
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable
- Routinely practice summary and paraphrase of complex informational texts

Sample Task for Integration:

Figurative and connotative meanings are explored in both literary and informational texts, but the opportunity to study technical terms and meanings is usually exclusively explored in informational text. Because technical and domain-specific jargon has traditionally been encountered less often in the ELA classroom, students may have fewer strategies to use in decoding this vocabulary. While many technical terms are unlikely to be encountered and may not require sustained study (“myocardial infarction” may not come up outside of a specific science report), today’s world does require students to have consistent knowledge of many technical terms, including legal and computer terms to name only two domains. Chose a domain such as computer terminology and provide students with several informational documents to study (manuals, installation guides, retail specs, etc.). Have students compile a list of the ten most-often-occurring unknown terms in each document. At the end of that activity have students compare documents to cull yet another list of the most-often-occurring computer terms across all of the documents. After a list of need-to-know words has been constructed, work with students to identify strategies for making meaning of these words without resorting to dictionaries (which may or may not be very helpful). Look at things like pre-fixes and suffixes, root words, languages of origin, abbreviations, and context. After a thorough study and discussion, have students (in teams or pairs) write a helpful “how to understand computer terminology” guide with a glossary of terms in the back to share with students in other classes or grades.

Recommended Vocabulary for Teaching and Learning:

Domain-Specific	Figurative	Connotation/Connotative	Denotation	Concrete
Literal	Idiom	Nuance	Metaphor	Allusion
Simile	Hyperbole	Root	Suffix	Affix

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI5: 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.

Skills/Concepts for Students:

- Analyze and evaluate common textual features (e.g., paragraphs, topic sentences, introduction, conclusion, bibliography)
- Analyze and evaluate common organizational structures (e.g. logical order, cause and effect relationships, comparison and contrast, order of importance)
- Apply knowledge of varying sentence structures, noting those that are most effective in a given text (beginning with a subordinate clause for example, or the effective placement of phrases and modifiers)
- Recognize the effective placement of topic sentences or thesis statements in informational documents
- Note the differences in structure for paragraphs that present evidence, provide a quote, share an anecdote, or include other types of support

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide students with opportunities to “reverse engineer” technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Identify particularly well-constructed paragraphs, specifically those that effectively support a claim, examine a counter-claim, or address some other very specific informational purpose
- Share effective examples of the integration of quotes within texts, the placement of anecdotal evidence, the listing of explicit supporting facts, etc.
- Share effective student writing samples with annotations pointing out effective structure and support

Sample Task for Integration:

Provide students with a variety of informational documents, including recipes, assembly instructions, gamer walk-throughs, personal essays, etc. Provide students with prepared graphic organizers depicting a variety of organizational structures (cause and effect, compare and contrast, logical order, order of importance, chronological order, etc.). Have students carefully examine several documents and match each document to the type of graphic organizer that most closely represents the organization of the piece. Guide a collaborative discussion among the students at this point in the process allowing them to compare their results and make adjustments. Have students choose two of the documents and use the appropriate graphic organizer to “fill in the blanks” to show the infrastructure of the document and illustrate how the document fits this organizational structure. Complete the activity by requiring students to write a brief response about the appropriateness of this structure for the document. Would they have used this structure or recommended another one? Why?

Recommended Vocabulary for Teaching and Learning:

Topic sentence	Evidence	Support	Transition	Phrase
Clause	Introduction	Conclusion	Body Paragraph	Subordinate Clause
Independent Clause	Modifier	Fluency	Quote	Anecdote
Logical Order	Chronological Order	Compare/Contrast	Cause/Effect	Order of Importance

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Skills/Concepts for Students:

- Recognize and trace the development of an author’s argument, point of view, or perspective in text
- Distinguish between Point of View as in narrative voice (first person, omniscient, etc.) and Point of View as in opinion or perspective
- Be alert for author bias both when it is overt and when it subtle; subtle bias is often expressed through diction (“she left the party” compared to “she fled the party”)
- Notice whether or not an author addresses counter-claims (the opinions of those who might disagree with him or her) in an argument; the most effective arguments will always anticipate counter-claims (imagine if you were asking your parents for more allowance; to be effective you would pre-empt their arguments by saying, “You might think I don’t need more money, but let me explain all of my expenses.”)
- Practice summarizing works without editorial bias and be alert for unintended bias in your own work

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Explore foundational background knowledge about topics in local, national, and world events to provide students with an understanding of some of the major debates and issues in current news
- Use advertisements, both print and televised, to identify and deconstruct author’s point of view, bias, and treatment of counterclaims if any
- Use political essays and Op/Ed pieces from the local newspaper to examine author’s point of view and purpose in an argument; use competing points of view on similar subjects to allow students to identify and examine how the author reveals or successfully hides his or her stance on an issue
- Have the students engage in formal and informal debate
- Engage students in finding a bias or point of view when it is not explicitly stated but only inferred

Sample Task for Integration:

The wording of this standard when it says, “point of view or purpose,” belies the assumption that these two things can be closely related or even identical (though we know that they are not always). A time-honored instructional strategy for identifying point of view and purpose (as well as other crucial elements) is the “SOAPSTone.” The first six letters in this acronym stand for: Speaker, Occasion, Audience, Purpose, Subject, and Tone. SOAPSTone can serve as an effective precursor to the introduction of précis writing in later grades by requiring students to focus on the fundamental elements of a text. Require students to complete a SOAPSTone organizer for several pieces of informational text, trading and comparing with a partner examining the same text at the conclusion of each analysis. You will notice that “Point of View” is not an explicit part of this strategy. At the conclusion of the activity, have students identify and explain the point of view of the author in each piece using evidence from the text and from the SOAPSTone activity.

Recommended Vocabulary for Teaching and Learning:

Bias	Audience	Purpose	Point of View	Speaker
Occasion	Counter-claim	Summary		

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI7: 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.

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of computer programs and presentation platforms you can use in your academic work
- Acquire basic knowledge of elements of various media (sound effects, color, lighting, and camera angle for example)
- Take advantage of opportunities to watch film or stage adaptations of books you have read, or to read the books upon which plays or films were based
- Become a responsible user of media, thinking about the effect on a text of the medium through which it is delivered (how is listening to an audio book significantly different from reading that book?)
- Evaluate the ways in which elements of text translate to other media (for example the tone of voice a speaker uses to read various news stories depending on their seriousness, or the different clothing worn by news journalists as opposed to entertainment journalists)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide frequent opportunities for students to consume texts in various formats, including audio books, films, and websites, guiding collaborative discussions on the merits of each medium
- Require students to gather information from more than one type of source/media in research or analysis projects
- Encourage students to think about the impact of various mediums on the messages they receive; for example how print advertisements differ from television advertisements for the same product
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Task for Integration:

Have students study and describe 10 billboards that they see in their normal transportation routines around the community. If possible, have the students take photographs (this is fairly easy to accomplish in the era of smartphones). If desired you may provide a template to facilitate information gathering on the billboards (for example, name 3 businesses in close proximity to this billboard; identify the races and genders of the people featured [if any], estimate the amount of traffic passing this billboard daily, to what category does the product belong, what persuasive strategies can you identify in the ad, etc.). For part two of the assignment, students will attempt to find television advertisements for these products (or radio, magazine) for comparison. An extension may even include comparing billboards between neighborhoods (how do ads for low-income neighborhoods differ from ads for high-income neighborhoods?). Students will analyze the differences in visual representation, persuasive strategies, diction, tone, mood, and any other identifiable elements and prepare a brief analysis of the ads describing their findings using evidence from the ads.

Recommended Vocabulary for Teaching and Learning:

Media/Medium	Digital	Film	Print	Journalism
Multimodal/multimedia	Quantitative	Qualitative	PowerPoint	Prezi
Wiki	Blog	Broadcast		

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI8: 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.

Skills/Concepts for Students:

- Apply knowledge of common organizational structures for arguments (cause and effect for example)
- Acquire or review knowledge of the persuasive techniques commonly used in argument (bandwagon, appeal to authority, etc., see vocabulary below)
- Differentiate between inductive and deductive reasoning
- Distinguish important facts from extraneous details, differentiating between quantity of evidence and quality of evidence (are ten weak reasons better than one really good reason?)
- Make it a practice to provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Require students to explore and understand the basic and most-frequently-used types of persuasive techniques, identifying them in debates, ads, and other texts and practicing constructing them as well
- Require students to produce valid evidence for claims in all texts and discussion, both formal and informal

Sample Task for Integration:

Conduct an attentive and annotated reading of Patrick Henry’s famous call to revolution in the speech now known as “Give Me Liberty or Give Me Death” (or another equally rigorous and persuasive speech on a topic of interest). Allow students to grapple with this difficult text, annotating and paraphrasing until an adequate level of comprehension is achieved. In teams, have students identify all of Henry’s major and minor premises. Beneath each of these students should list all evidence offered in support of the claim (premise), if any. Students might also be asked to identify the type of persuasion (appeal to emotion, appeal to authority, appeal to logic) used with each premise. An extension to this activity could include comparing a modern political speech, comparing the quality and quantity of evidence offered in support of each claim to facilitate a discussion of the ways in which our demand for hard evidence has lessened over time and with the introduction of mass media. Have students write a short response after this activity evaluating the strength of Henry’s argument based on text evidence.

Recommended Vocabulary for Teaching and Learning:

Claim	Reasoning	Evidence	Support	Valid
Logic	Bandwagon	Pathos	Logos	Ethos
Testimonial	Plain Folks	Induction	Deduction	Hasty Generalization

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI9: 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).

Skills/Concepts for Students:

- When it is helpful, look up background information on an author or contextual information about the history of culture from which a text emerged
- Purposefully seek out contrasting view points on a subject before drawing conclusions; always check facts
- Read a wide variety of texts across genres, historical periods, styles, and points of view; but also ready a wide of variety of texts on single topics or current topics of debate in our country and in the world in order to make a considered assessment of alternative points of view
- Make it a practice to construct your own assessment of the validity of a claim or assertion without relying on the “experts” or even the newscasters or journalists, but relying instead on your own ability to identify fallacies and unsupported claims versus solid arguments
- Apply knowledge of logical fallacies and rhetorical strategies when comparing texts on the same topic

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Make it a practice to provide texts supporting varying points of view on any given subject under consideration in the classroom
- Provide opportunities for students to adopt a position that is not their own position in a debate and argue it effectively
- Share newspapers and magazine articles within the classroom regularly to foster discussions on current events and national and international affairs, bringing students’ knowledge of bias to bear in examining these documents
- Examine historical documents that provide conflicting information on the same topic or event to gain historical perspective on the concept

Sample Task for Integration:

Choose a topic under consideration in the 6th grade social studies curriculum (for example capitalist versus socialist or communist economic models). Have students conduct an analysis of comparable excerpts from various texts, including primary and secondary source documents, expressing differing points of view. Try to include a broad variety of view points, including gender, social class, country of origin, etc. Advise students to compare historical and modern texts for perspective as well. Students should write a response that includes not only the facts as seen through different eyes, but also the reasons why the student believes those facts were perceived differently by different parties or purposefully misconstrued.

Recommended Vocabulary for Teaching and Learning:

Compare/contrast	Spin	Bias	Venn Diagram	Interpretation
Conflict	Point of view	Validity	Rhetoric	

	Grade 6 CCGPS
	Reading Informational (RI)
	ELACC6RI10: 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.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation, note-taking
- Choose works from multiple genres, cultures, and historical periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced

Strategies for Teachers:


- Choose texts of appropriate complexity (see Common Core appendix B)
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Task for Integration:

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list should include varieties of engaging informational text to encourage the student to make choices from informational as well as literary genres). Encourage students to brainstorm about types of informational text they might enjoy, such as Motor Sports magazine, various high-interest documentary films, relevant memoirs, etc. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts.

Recommended Vocabulary for Teaching and Learning:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Argument	Literary non-fiction	Summary	Analysis
Annotation	Evidence	Inference	Citation	Periodical
Memoir	Historical fiction	Biography	Autobiography	

	Grade 6 CCGPS
	Writing (W)
	<p>ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p>

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Use interesting strategies for closure (such as a call to action) and avoid reiterating the points of your argument
- Use engaging strategies for introduction such as a personal story, and avoid listing the points you will make in your argument
- Remember to acknowledge counterclaims in your arguments

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Provide students with topics and texts from which to construct arguments that are relevant and provocative
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

Students usually find it easier to write a persuasive essay on a topic they feel strongly about than on a strictly academic topic, so providing opportunities to argue an academic point will be important in grade 6. Lead students in a discussion about the concept of “literary criticism,” a term it will be important for them to understand in their academic careers. Students at this age are likely to assume that criticism means negative judgment, but literary criticism is a neutral term meaning simply the study, evaluation, and interpretation of literature. Allow students to examine several examples of literary criticism on a book they have read, for example, The Chronicles of Narnia, by C. S. Lewis (hundreds of examples are available in journals of literary criticism accessible through Galileo). Literary criticism is basically analysis, and students in grade 6 are moving from simple essay writing to constructing true analyses of what they read. Because students may not immediately recognize the claims and arguments in a piece of criticism, guide them in identifying the thesis (for example, many critics argue that The Chronicles of Narnia are a New Testament allegory). Have students identify the thesis and claims in several professional pieces of literary criticism. Review this work at the conclusion of the next text as an introduction to the construction of their own original argumentative analyses.

Recommended Vocabulary for Teaching and Learning:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Clause	Transition
Manuscript Style (APA, MLA)	Introduction	Body	Conclusion	Bias

	Grade 6 CCGPS
	Writing (W)
	<p>ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>

Skills/Concepts for Students:

- Acquire knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose
- Use appropriate transitions for clarity and coherence, especially transitional sentences beginning with subordinate clauses
- Exclude extraneous, irrelevant, or trivial information
- Give credit for information used and avoid plagiarism
- Effectively employ your knowledge of technology to enhance your assembly of information, charts, graphs, maps, or other aids
- Learn interesting strategies for closure (such as a call to action) and avoid restating what you have just said in your essay
- Learn interesting strategies for introduction such as a story illustrating your point and avoid listing the facts you will cover in your essay
- Exclude personal opinions and biases from your informative/explanatory writing

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism, contracts, and instructions
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

Students in grade 6 will be using more technical and domain-specific vocabulary than ever before as they engage in more informational, non-fiction reading. They may also be unfamiliar with the requirements of formal manuscript styles such as MLA and APA. To provide practice on both of these fronts, choose a short or extended informational text under consideration by the class that is particularly technical as the subject for an informative/explanatory essay (for example the Human Genome Project, alternative energy sources, interplanetary exploration, etc.) Have students maintain a list of unfamiliar technical and domain-specific vocabulary as they examine the text in preparation for writing, exploring strategies for making meaning of these words (specific roots or affixes within a domain, for example, such as Greek and Latin roots in biology terms). In the preparatory period conduct a mini-lesson about manuscript styles, giving students papers that are written in APA format (without explanation or definition) and ask them, in pairs, to identify everything they can discern about the formatting (is it single or double spaced? Where is the name? Is the date required? Is there a page number; if so, where?) Allow them then to check their notes against an APA check list. By the end of the reading of the text, students should be amply familiar with the domain-specific vocabulary as well as the requirements of APA style. Create a rubric specific to this writing assignment that gives weight and focus to technical vocabulary use and manuscript style.

Recommended Vocabulary for Teaching and Learning:

Informative	Expository	Explanatory	Topic	Relevant
Connotation	Graphics	Citation	Extraneous	Transition
Annotation	Domain-specific	Formal Style (APA, MLA)	Denotation	Format

	Grade 6 CCGPS
	Writing (W)
	<p>ELACC6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. 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>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>

Skills/Concepts for Students:

- Develop a clear, coherent text that tells a story or develops an idea
- Show awareness of audience and purpose
- Understand the elements of plot and the ways in which conflict drives plot action
- Establish and develop a plot, setting, point of view, narrative voice, and style
- Choose details carefully, employing knowledge of literary elements such as diction, syntax, and figurative language
- Develop characters effectively exhibiting knowledge of characterization, traits, and types (such as static and dynamic)

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Encourage students to emulate the style and voice of their favorite writers on occasion to scaffold their developing abilities and try on various personas in their writing
- Explore ways to tie narrative writing to texts under consideration by the class (such as extending a story past its end point, creating an alternate ending or character, responding to literature informally, etc.)
- Include poetry writing in creative writing explorations including free verse and structured verse
- Include narrative writing in routine writing whenever possible

Sample Task for Integration:

Using a literary text under consideration by the class, charge students will write a short additional chapter that extends the story beyond where the novel ends. For example, The Outsiders, by S. E. Hinton, ends when Pony Boy begins writing about his experiences after being encouraged by the note from Johnny in their copy of Gone With the Wind. Students would write 3-4 pages telling us what happens next. Will Sodapop get married? What will become of Darry? Will Pony Boy become a famous author? Though this will be a creative narrative piece, it must be tied to the text with credible reasons (based on text evidence) that makes this hypothetical future reasonable based on prior events and characterizations in the novel. An extension of this activity could include students sharing their extended chapters, and discussing the ways in which their narratives differed and why.

Recommended Vocabulary for Teaching and Learning:

Plot	Setting	Characterization	Static	Dynamic
Plot Structure	Sensory Detail	Diction	Syntax	Imagery
Figurative Language	Pacing	Dialogue	Flashback	Foreshadowing

	Grade 6 CCGPS
	Writing (W)
	ELACC6W4: 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.)

Skills/Concepts for Students:

- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Use a formal academic style as recommended
- Cite appropriately and avoid plagiarism
- Use traditional structures for conveying information
- Employ appropriate vocabulary, whether that is domain-specific, academic, colloquial, or informal
- Exhibit knowledge of literary and rhetorical elements as appropriate in your writing

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Task for Integration:

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project.

Recommended Vocabulary for Teaching and Learning:

Organizational Structure	Transition	Context	Audience	Purpose
Prewriting	Drafting	Editing	Publishing	Focus
Academic Style (MLA, APA)	Domain-Specific	Co-writing	Genre	Format

	Grade 6 CCGPS
	Writing (W)
	ELACC6W5: 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.)

Skills/Concepts for Students:

- Practice using multiple steps in your writing as often as possible, with special focus on the evolution of your piece between the first and second drafts
- Likewise, do not skip the pre-writing step; it is difficult to get somewhere efficiently when you don't really know where you are going
- Emulate the styles of writers you admire in order to broaden your scope and skill set
- Note the admonition in standard W5 to "try a new approach," and be aware that sometimes it is best to make a new start when editing is not yielding the desired results
- Review and maintain your knowledge of the basic grammatical, spelling, capitalization, and punctuation rules of standard English; sometimes these can become rusty as a student progresses past the elementary grades

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Use multiple strategies to engage students in revising and perfecting their writing, including individual conferencing, peer editing, virtual editing (using software designed for that purpose or using simple tools like MicroSoft Word tools for word count and sentence structure)
- Consider implementing a "most improved" designation on occasion, awarding a paper that shows the most improvement between drafts
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing (for example checking sentences for varied fluency)
- Occasionally require students to turn in both drafts of an essay, and/or include their pre-writing and brainstorming notes, making these integral parts of the total grade

Sample Task for Integration:

Have students bring a first and second draft of an essay from their portfolios to a partner review session. Students will trade the sets of papers and each partner will take notes on the items that were changed between drafts (for example: 1. Combined two simple sentences in paragraph one to make a compound sentence. 2. Changed "walked" to "ambled" in paragraph 3, improving word choice.) Reviewers should assign a value between 1 and 5 to each change, indicating how effective it was in improving the paper (5 is an excellent, effective change; a 1 might be a change that was simply made for the sake of changing something and had no impact on the quality of the writing). Students will then look at their reviewers list to get an overview of the level of attention brought to the edit and revision process and will write a brief response about what they learned about their own writing process from the exercise. An extension to this activity could include students creating an additional "final" draft of the paper making it even better.

Recommended Vocabulary for Teaching and Learning:

Writing Process	Development	Strategy	Fluency	Diction
Organization	Planning	Revising	Editing	Drafting
Peer	Grammar	Conventions	Brainstorm	

	Grade 6 CCGPS
	Writing (W)
	ELACC6W6: 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.

Skills/Concepts for Students:

- Learn about and use the latest software for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Give credit for works you use in your essays and avoid plagiarism
- Publish your work both to your classmates and digitally to the general public on a variety of platforms
- Peruse the sites for other classes and students across the country to see the writing of others

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Incorporate digital media into the classroom at every opportunity including maintaining a class website if possible
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

Sample Task for Integration:

Using one of the many websites available for the purpose (such as Global Virtual Classroom, at <http://www.virtualclassroom.org/>), find a class of students in another country with whom to collaborate on a project. The partnering sites offer suggestions for collaborative projects, which might include a dramatic skit performed in tandem via Skype, a collaborative writing project, collaborative research, group read alouds, joint publications of storybooks for kids, informational websites, etc.).

Recommended Vocabulary for Teaching and Learning:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

	Grade 6 CCGPS
	Writing (W)
	ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Skills/Concepts for Students:

- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Give credit for sources used and avoid plagiarism
- Use common sense in limiting the focus of your inquiries (“Hurricanes of the Last Decade” as opposed to “Weather”)
- Remember to always consult multiple sources in multiple formats to establish the validity of your information

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide a balanced mix of assigned and self-generated avenues for research inquiry
- Teach methods for writing citations from the informal bibliography to the basic outlines of a formal citation
- Include a wide variety of very brief, limited inquiries, having students digress to conduct a mini-research project when a question arises naturally from a text under consideration by the class
- Model and encourage students to make connections between seemingly unrelated topics and to generate ideas for extensions

Sample Task for Integration:

Short and sustained research activities will typically be sprinkled throughout the units of instruction in grade 6, providing students with multiple opportunities to compile information. As a way to scaffold actual research, the occasional day in the media center can be spent simply “working out” those “muscles” that students will need to conduct efficient research. Efficiency is a key concept in research, especially in this day and age when far too many resources of varying quality exist as opposed to too few resources. In a timed environment, give students a topic that is connected to the theme of your current unit. Give each student a supply of index cards (and choose a topic on which information is available; for instance, “Georgia during the Civil War” as opposed to “the history of this acre of land on which our school is built.”) The goal of this activity (which should be repeated at intervals) is simply to have students gather meaningful and useful information efficiently and within a controlled time limit. Students should, of course, not be warned of the topic ahead of time. Give each student a different topic (or at least provide several topics to the class) to avoid “sharing” and too few resources for too many students. Require the chosen resources to be annotated on the cards with a true citation, and require that the resources come from at least 3 different mediums and formats. Students may save the card sets for future research if desired.

Recommended Vocabulary for Teaching and Learning:

Research	Inquiry	Focused question	Source	Citation
Annotation	Archive	Access	Platform	Thesis
Hypothesis	Manuscript style (APA, MLA)	Navigate	Website	Valid
Reliable	Investigation	Digital		

	Grade 6 CCGPS
	Writing (W)
	ELACC6W8: 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.

Skills/Concepts for Students:

- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news foot-age)
- Use background knowledge and considered judgment when evaluating sources for research
- Give credit for work that you use and avoid plagiarism
- Accurately summarize with bias
- Annotate formally and informally
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Incorporate technology into the classroom whenever possible, keeping up with trends in gathering and sharing information
- Partner with your media center faculty to scaffold and reinforce fundamental citation skills, reinforce the seriousness of plagiarism and the accepted rules for gathering and sharing academic information in the public domain
- Require informal bibliographies and formal annotations when appropriate
- Provide opportunities for students to practice the basics of writing citations in an accepted manuscript style without the aid of a citation generator
- Review the basics of writing and integrating quotations effectively

Sample Task for Integration:

Provide a list of several websites/digital resources for students to evaluate. Plant several sources on the list that are known to be unreliable (these may have varying levels of obviousness/subtlety in their unreliability). Before exploring the sites, have students brainstorm together to create a rubric by which to evaluate a website, coming up with their own ideas about what constitutes a reliable and valid source before you provide them with conventional wisdom and academic rules on the subject. Allow them to examine how closely their own ideas about reliability match the “accepted rules.” When evaluating the sources, students should assign a grade for reliability between 1 and 10, supporting their assessment with evidence. In pairs or small groups, have students create public service announcement or brochure that concisely advises other students on the effective and legal use of internet resources.

Recommended Vocabulary for Teaching and Learning

Print Source	Digital Source	Summarize	Paraphrase	Plagiarism
Citation	Annotation	Platform	Website	Portal
Navigation	Integration	Synthesis	Chicago Style	Turabian Style

	Grade 6 CCGPS
	Writing (W)
	<p>ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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”).</p> <p>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”).</p>

Skills/Concepts for Students:

- Acquire or review knowledge of literary elements such as diction, syntax, tone, imagery, and figurative language, incorporating warranted commentary on how and why the author employs specific strategies to achieve desired effects
- Acquire knowledge of rhetorical strategies such as providing evidence for claims, employing pathos, logos, or ethos, using logical fallacies, and organizational ploys such as parallel structure, incorporating warranted commentary on how and why and author employs specific strategies to achieve desired effects
- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader when producing analysis of literary elements or rhetorical strategies in essay form
- Maintain a focus on audience and purpose throughout

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
- Follow suggested curriculum guidelines for the production of text-based analysis essays with both an argumentative and an informational focus
- Encourage students to focus on *how* an author uses a strategy or literary element, or *why* he or she chooses one approach over another in a given context; analysis essays should never focus on the lowest cognitive level of *what* the text was about
- Require students to create formal annotations and citations at least occasionally
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence

Sample Task for Integration:

Following the completion of a novel study, have the students undertake the reading of a complementary text independently (for example following an in-class reading of Ender’s Game, by Orson Scott Card, have students independently read Hunger Games, by Suzanne Collins, both of which deal with teenagers coming of age in a dangerous future world where their survival depends on their resourcefulness, individuality, and defiance of authority). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts students will write about elements such as the narrative point of view, the novel’s organizational structure, characterization, plot, and setting.

Recommended Vocabulary for Teaching and Learning:

Literary	Informational	Summary	Paraphrase	Analysis
Rhetoric	Diction	Syntax	Tone	Imagery
Figurative language	Argument	Claim	Evidence	Evaluate

	Grade 6 CCGPS
	Writing (W)
	ELACC6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day).

Skills/Concepts for Students:

- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Acquire and maintain adequate keyboarding skills to write effectively within given time frames
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Strategies for Teachers:


- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year in the form of a portfolio
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits
- Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research

Sample Task for Integration:

See sample tasks provided for ELACC7W1 through ELACC7W9 for suggestions on implementation of routine, research, and analysis writing in grade 8.

Recommended Vocabulary for Teaching and Learning:

Diction	Syntax	Style	Voice	Figurative language
Denotation	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	Conventions

	Grade 6 CCGPS
	Speaking and Listening (SL)
	<p>ELACC6SL1: 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>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>

Skills/Concepts for Students:

- Engage in collaborative discussions within your classroom, bringing a mature and academically appropriate attitude to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes if necessary to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others, and bring the same level of rigor to your own discourse (support your claims, avoid logical fallacies)
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Task for Integration:

Arrange an “academic conference” to be held by the class on a topic/text on which students have previously written (perhaps you have studied the political process, global warming, the mapping of the human genome, etc.). Create a schedule for your conference, including your plenary speaker, a time for refreshments, breakout discussion groups, etc. Within this academic conference (which will be valuable for modeling to students what such a thing looks and feels like) students - either individually or in teams - will present on a topic working from a previously written paper. The paper should be delivered with an audience handout in a format such as Prezi, PowerPoint, I-Movie, etc. Consider inviting interested parties from your school to participate in the conference (invite speakers from the science department for example).

Recommended Vocabulary for Teaching and Learning:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

	Grade 6 CCGPS
	Speaking and Listening (SL)
	ELACC6SL2: 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.

Skills/Concepts for Students:

- Maintain and continue to build upon knowledge of and expertise in media applications, software, and platforms for presentation
- Acquire knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media for example)
- Be a careful consumer of many kinds of media so that you can begin to be an effective critic and user of all types of platforms for communication
- When reading for pleasure, listen to audio versions of the text; these can be entertaining, can help you model prosody in your own reading voice, and can help expose you to more texts than you might be able to read ordinarily
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Employ knowledge of rhetorical strategies

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, how are teenagers impacted by the visual images of perfect movie and film stars and are they more likely to be impacted by a visual advertisement than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Task for Integration:

Split the class into 3 or 4 teams. You will assign all students a common research topic (tied to texts under consideration by the class), but each team will only be allowed to conduct research in one medium (one team will use only websites, another will use only televised news or documentaries, another only print sources, etc.) Have each team create a PowerPoint or Prezi presenting their findings. Have students take careful notes on each presentation, noting the differences in information gathered from the different sources. After the presentations engage students in a collaborative discussion on the ways in which the information was shaped and filtered by the medium through which it was retrieved. Students may be required to write a brief analysis or response on their findings.

Recommended Vocabulary for Teaching and Learning:

Media	Format	Analysis	Evidence	Platform
Diverse	Digital	Film	Print	Qualitative
Quantitative	Literal	Figurative	Aesthetic	

	Grade 6 CCGPS
	Speaking and Listening (SL)
	ELACC6SL3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Skills/Concepts for Students:

- Apply knowledge about logic and evidence when evaluating a speaker’s claims
- Address speaker bias and counter-claims when evaluating a speaker’s argument
- Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Strategies for Teachers:


- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse

Sample Task for Integration:

Have students watch an archived presidential debate from a previous election. You will find a wealth of televised debates available for viewing on the internet. After viewing, take a straw poll to determine which candidate the students believe to have been the strongest performer in the debate and discuss the reasons influencing their choice. After the discussion, provide students in small groups with a transcript of the debate (network broadcasts provides transcripts online, or students can take notes). Have students fact-check assertions made in the transcripts and present a report that statistically profiles the accuracy claims made by the candidates. Conclude this inquiry with a whole-class discussion of factual accuracy versus emotional and visual appeal of the candidates.

Recommended Vocabulary for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Audience	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author’s purpose	

	Grade 6 CCGPS
	Speaking and Listening (SL)
	ELACC6SL4: 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.

Skills/Concepts for Students:

- Work consistently towards becoming comfortable presenting to your peers and to adults; public speaking is at least a little intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting at an academic conference, a rally or school event, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Task for Integration:

Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: <http://stoaca.org/main/sites/default/files/StoaTPRules.pdf>.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day, considering and annotating multiple appropriate texts. Allow students an allotted amount of time to prepare for the debate. Student arguments must be supported by citable evidence. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.

Recommended Vocabulary for Teaching and Learning:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic			

	Grade 6 CCGPS
	Speaking and Listening (SL)
	ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Bring to bear knowledge acquired from other standards regarding supporting claims with evidence, and integration/synthesis of evidence into a coherent claim

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)
- Require various kinds of complementary texts within assignments (PowerPoint, Prezi, posters, videos, etc.) to ensure that students do not become overly dependent on a single platform or medium (such as PowerPoint)
- Develop meaningful rubrics that include appropriate domain-specific language for technology to assess the visual portion of a presentation (and to make clear the requirements and parameters for same)
- Students find it much easier to present some kind of visual than they do to make that visual meaningful - specifically to ensure that the visual display actually clarifies information or strengthens claims - therefore it may be useful to specify in some assignments what focus the visual display should take

Sample Task for Integration:

For the presentation of an academic paper or research, challenge students to present their findings in the most unusual way that they can. Students may research the newest presentation platforms (PowerPoint has been supplanted by Prezi and Rocket Slide in recent years, and new platforms are emerging all the time). They might use a blog, a wiki, youtube, an i-movie, a trifold poster board with holographic pictures, etc. Encourage them think outside the box, mixing old and new technologies, adding sound tracks, employing live “actors,” using social media, or PR strategies such as flash mobs. Be creative! If necessary put students in teams to cut down on presentation time. At the conclusion of the activity, have students discuss which presentations were most effective and why. Give careful, analytical attention to the “why” question. “Because it was the most fun” or “most interesting” is not an adequate literary analysis! Examine diction, tone, colors, audience awareness, connotations, etc.

Recommended Vocabulary for Teaching and Learning:

Integration	Multimedia	Claim	Evidence	Digital
Skype	Prezi	Multimodal	Promethean/Smart Board	Podcast
Website	Wiki	Skype	Prezi	Flipchart

	Grade 6 CCGPS
	Speaking and Listening (SL)
	ELACC6SL6: 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 for specific expectations.)

Skills/Concepts for Students:

- Acquire and review knowledge of the types of language used in informal situations, including dialectic, colloquial, or idiomatic language
- When in doubt, use a more formal, academic tone
- Exhibit knowledge of the foundations of grammar, consistently using correct noun/verb agreement, providing correct antecedents for pronouns, and placing modifiers correctly
- Proactively seek out opportunities to speak in informal situations as well as more formal situations, including leading a class discussion or telling a story to a younger sibling

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Expose students to a wide variety of variations on speech in context, such as stories written in dialect, or figurative or idiomatic language from various cultures
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the CCGPS' "Language Progressive Skills Chart" which delineates the course of instruction for common grammar and conventions principles

Sample Task for Integration:

To illustrate the ways in which we adapt speech, provide students with a neutral paragraph from a text under consideration by the class. Charge the students with rewriting this paragraph for various audiences, for example for a little child, a complete stranger, a very good friend, or someone who doesn't speak English very well. Consider the various versions of the paragraphs through discussion with the class, perhaps using a document viewer to consider the examples. Have students identify the exact elements they changed; was it the length of the sentences, the complexity of the words, the number of words, the sentence construction (verb/noun, noun/verb, passive/active, etc.) Have students think critically about why they make certain choices for certain audiences.

Recommended Vocabulary for Teaching and Learning:

Context	Dialect	Colloquial	Idiom/idiomatic	Code-Switching
Grammatical	Adapt	Dialogue	Formal English	Standard English

	Grade 6 CCGPS
	Language (L)
	<p>ELACC6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>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.*</p> <p><i>*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.</i></p>

Skills/Concepts for Students:

- Consistently review and maintain the knowledge of grammar and conventions you have learned up until grade 6
- Begin paying attention to pronouns when they occur in your reading and writing; what sorts of things do we need to know about pronouns (for example, there are many types of pronouns, that pronouns must have antecedents to be properly understood)
- Practice recognizing pronoun types and matching pronouns correctly in number and person to their antecedents

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Consider diagramming sentences to enforce skills and concepts such as the parts of speech, phrases and clauses, etc.
- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade
- Point out examples within texts under consideration of grammatical concepts focused on in your grade's standards
- As necessary, provide focused instruction on concepts that may be new to students, such as the types of pronouns (see vocabulary below)
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level

Sample Task for Integration:

Make students aware of the grammatical focus for your grade level as you undertake attentive reading of an extended or short text. Create a chart where students receive points for each instance they are able to identify (when reading in class) of grammatical concept in grade 6, such as pronoun types, pronoun/antecedent agreement, vague pronouns, correct use of reflexive pronouns, etc. As items are identified they can be discussed within that “teachable moment,” and students who spot the items will not only becoming adept at recognizing the construction, but will may become engaged in the hunt through the competition and possible rewards, such as a homework pass.

Recommended Vocabulary for Teaching and Learning:

Standard English	Conventions	Mechanics	Grammar	Pronoun
Demonstrative	Indefinite	Interrogative	Possessive	Relative
Subjective Case	Objective Case	Possessive Case	Reciprocal	Reflexive

	Grade 6 CCGPS
	Language (L)
	ELACC6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.

Skills/Concepts for Students:

- Review and maintain familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Understand and apply the rules of spelling, capitalization, and comma usage
- In typing and when writing long hand, bring a mature, high-school level consideration to the neatness and legibility of your work

Strategies for Teachers:


- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on grade-level concepts such as comma usage and modifier placement, always in connection to a text under consideration (never in isolation)
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

Sample Task for Integration:

Have students choose one piece of previously-graded writing from their portfolio. Students will exchange these papers with a partner who will grade that paper on capitalization, punctuation, and spelling ONLY. A guidance sheet listing specific items to check may be provided to scaffold this exercise. Students will check for comma usage, capitalization, and spelling, taking off 5 points for every error. Normally, a paper with great content may have several grammar and conventions errors and still be an "A" paper. Within these parameters, we are able to examine a paper on conventions alone, allowing a student to get a snapshot of his or her performance in that category alone.

Recommended Vocabulary for Teaching and Learning:

Conventions	Standard	Non-standard	Capitalization	Punctuation
Legible	Comma	Omission	Grammar	Conventions

	Grade 6 CCGPS
	Language (L)
	ELACC6L3: 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.*

Skills/Concepts for Students:

- Review and maintain foundational knowledge of grammatical concepts, such as parts of speech and parts of a sentence
- Apply knowledge of literal and figurative language and the denotations and connotations of words when choosing diction in speaking and writing
- Check writing for over-use of simple sentences, combining or revising to achieve appropriate fluency and variation
- Be alert for the overuse of words such as any, all, always, never, very, etc. (most style manuals and writers websites provide lists of over-used words to which you may refer)
- Remember that less is more in your writing; use adequate descriptions and explanations, but avoid flowery language and wordy explanations; be concise

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Provide examples of text with strong fluency (sentence variety)
- Provide explicit instruction with examples of essays that err on the side of too much language as well as those that err on the side of too little (students at this level tend to think that more is always better)
- Proactively seek out examples of grammatical concepts under consideration in grade 6 (primarily pronouns) in texts under consideration by the class
- Be sure to consult the Language Progressive Skills Chart within the CCGPS to identify grammar and mechanical skills to be continued in grade 7

Sample Task for Integration:

Have students choose one or more essays from their portfolio (essays must be available in an electronic format) for review with attention to sentence fluency. Using a chart or spreadsheet, have students analyze their writing to find out what percentage of their sentences are simple, compound, etc. Have them count instances of active and passive voice, words over-used as sentence starters (for example “I” or “The”). A preliminary activity might be to have students brainstorm and create a fluency checklist or worksheet to use for this purpose. Students will perform a qualitative and quantitative analysis of their sentence construction, compiling a list of targeted areas for improvement that will be attached to the writing portfolio for reference. An extension of this activity would be to allow students to rewrite one of the pieces to improve fluency for bonus points.

Recommended Vocabulary for Teaching and Learning:

Language	Conventions	Diction	Grammar	Mechanics
Compound	Simple	Complex	Compound-Complex	Phrase
Clause	Subordinate	Independent	Fluency	Variation



Grade 6 CCGPS

Language (L)

ELACC6L4: 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.

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

Skills/Concepts for Students:

- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- Always use your own resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices.
- Review the construction of dictionary entries to ensure that students understand each part

Sample Task for Integration:

Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts (for example literary and rhetorical terms). Terms gleaned from texts should be logged with text reference of text, author, title, and page. Encourage students to maintain this book beyond the school year, logging words they particularly like or are intrigued by. Incentives for well-kept logs could include their allowance as reference when testing or writing, or during a spelling bee.

Recommended Vocabulary for Teaching and Learning:

Definition	Context	Thesaurus	Dictionary	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Word Pattern	Greek root	Latin Root
Pronunciation	Etymology	Context	Inference	

	Grade 6 CCGPS
	Language (L)
	ELACC6L5: 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).

Skills/Concepts for Students:

- Identify and analyze the effects within texts of various types of figurative language (metaphor, simile, personification, hyperbole, idioms)
- Think about how these kinds of words make the text more interesting
- Notice relationships between and among words, such as synonyms, antonyms, homophones
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Consider the connotations of various words when determining the author’s purpose in employing them

Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Provide opportunities for students to brainstorm out loud about the connotations of words to ensure that they are applying this concept correctly
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Task for Integration:

Students will examine the impact of figurative language on the tone of a text by comparing and contrasting a selection from the current extended text under study as originally written and with figurative and connotative language removed. Access a selection from a text digitally (so that it can be edited by the students). Alternatively, a poem that employs mostly figurative language can be used. Step one of the process will be for students to identify each instance of figurative language or particularly connotative diction (they may work individually or in teams) within the text. The second step of the process is for students to edit the piece so that it maintains grammatical integrity with the figurative and connotative language removed. Finally, students will write a brief analysis (1 page or less) citing specific ways in which the tone of the text is impacted by the changes.

Recommended Vocabulary for Teaching and Learning:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Homophone
Synonym	Antonym	Homophone		

	Grade 6 CCGPS
	Language (L)
	ELACC6L6: 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.

Skills/Concepts for Students:

- Be independent and proactive in the acquisition of new vocabulary
- Acquire or review foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Understand and apply knowledge of the concepts of literal and figurative meaning
- Differentiate between situations that require formal diction and those that do not
- Examine author’s purpose in word choice and be aware of your own purpose when choosing language
- Analyze the cumulative effect of diction on a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Task for Integration:

See sample tasks provided for ELACC9-10L1 through ELACC9-10L5 for suggestions on implementation strategies to acquire new vocabulary, determine meaning, and make effective language choices

Recommended Vocabulary for Teaching and Learning:

Figurative Academic	Connotative Diction	Literal Comprehension	Concrete Author’s purpose	Technical Domain-specific
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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELACC5L5c
ELACC1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELACC5L2a
ELACC1L1i. Use frequently occurring prepositions.												Subsumed by ELACC4L1e
ELACC1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).												
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELACC3L3a. Choose words and phrases for effect.												
EKACC4L1e. Form and use prepositional phrases.												
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELACC4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).												
ELACC4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELACC7L3a
ELACC4L3b. Choose punctuation for effect.												
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELACC6L3b. Maintain consistency in style and tone.												
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELACC9–10L1a. Use parallel structure.												
L11–12L3a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

* Darkened boxes indicate grades in which the standard should be taught