

ADOPTED FEBRUARY 2018



# Ohio

Ohio's Model Curriculum  
with Instructional Supports

GRADE 6

# English Language Arts

**Ohio** | Department  
of Education

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# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 6

#### Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p><b>RL.1</b> Quote accurately from a text when explaining text.</p> <p><b>RL.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>a. Determine a theme of a story, drama, or poem; respond to challenges or how the speaker in a poem addresses them.</li> <li>b. Summarize the text, incorporating a theme d</li> </ul> <p><b>RL.3</b> Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

## Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

### CONTENT ELABORATIONS

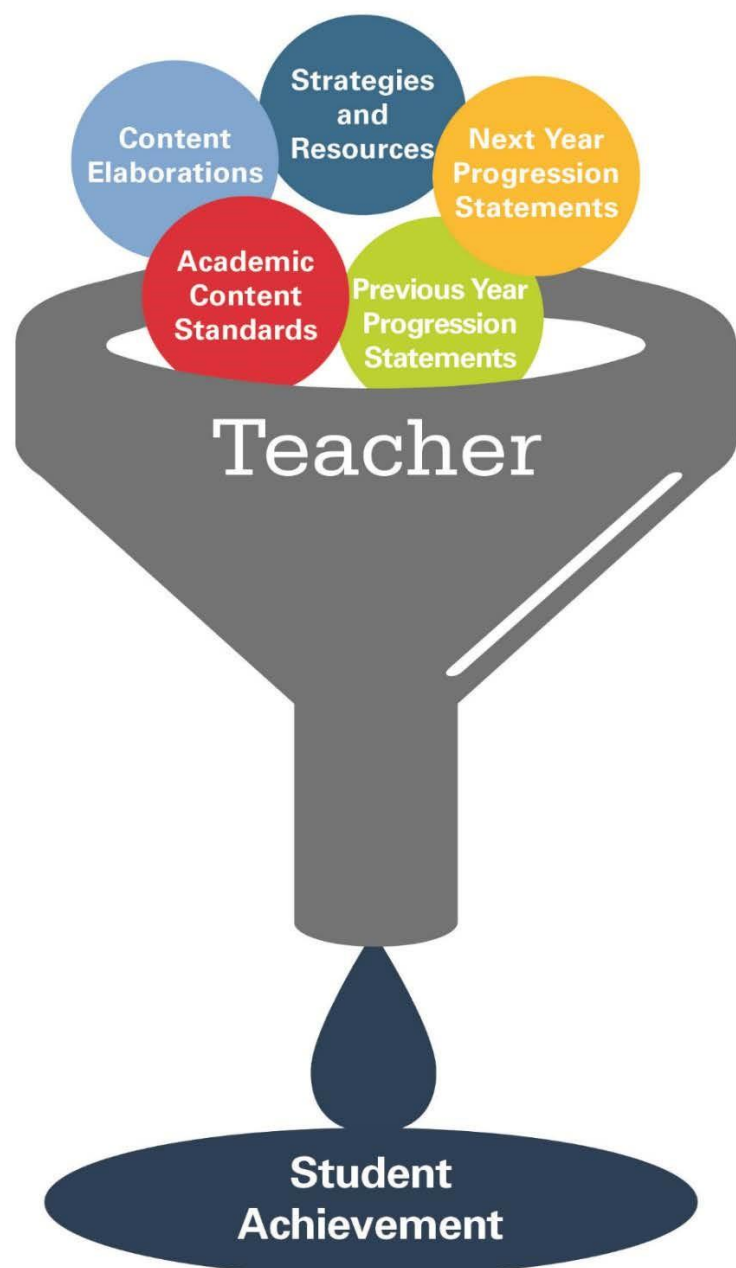
This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

### PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

## Instructional Supports

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.



## Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to **Ohio's Learning Standards for English Language Arts**. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the **Previous Grade Level Progression Statements** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the **Content Elaborations**, as well as reviewing the **Instructional Strategies and Resources**, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the **Next Grade Level Progression Statements** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: **Student Achievement**.

## Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> <li>» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic</li> <li>» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices</li> <li>» a support for instructional planning using the learning standards as a foundation</li> </ul>	<ul style="list-style-type: none"> <li>⊗ lesson plans</li> <li>⊗ an exhaustive list of classroom activities per standard</li> <li>⊗ instructional units</li> <li>⊗ a resource meant to replace your district's decisions and direction</li> </ul>



## Additional Resources to Support the Model Curriculum

### ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

# English Language Arts Model Curriculum

## WITH INSTRUCTIONAL SUPPORTS

### Grade 6

#### READING LITERATURE STRAND

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"><li>a. Determine a theme of a text and how it is conveyed through particular details.</li><li>b. Incorporate a theme and story details into an objective summary of the text.</li></ul> <p><b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to cite evidence from the text, determine theme, and incorporate the theme into written summaries. Students were also expected to compare and contrast settings, events from stories, or how characters respond to text.

**Content Elaborations**

The focus of **Key Ideas and Details** is the understanding of the key elements of literary text and how to analyze those elements in order to strengthen comprehension. Readers should find explicit textual evidence, as well as inferences. The use of specific evidence from text to enhance comprehension of literary elements is crucial.

Students should be able to determine a theme and find specific evidence from the text to support their objective summary. See the [Determining a Theme Guidance](#) and the [Types of Summaries Standard Guidance](#) documents for more information on these skills.

Students should analyze how the events in a story or drama move the story along through chapters and/or acts and scenes, using specific details from the text that help students to understand how the plot elements work together. Being able to trace a character throughout the plot of a story or drama will help students understand the evolution of that character and the character's interaction with other literary elements.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to be able to analyze and evaluate text evidence (explicitly and implicitly), understand that the theme of a text is influenced by literary elements, and understand how particular elements of a story or drama shape the characters or plot. Students also will create an objective summary including the development of theme and other story details.



Instructional Supports for the Model Curriculum
<p data-bbox="191 251 520 280"><b><u>Instructional Strategies</u></b></p> <p data-bbox="191 284 577 313"><i>This section is under revision.</i></p> <p data-bbox="191 349 613 378"><b><u>Instructional Tools/Resources</u></b></p> <p data-bbox="191 381 577 410"><i>This section is under revision.</i></p>

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.</p> <p><b>RL.6.5</b> 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.</p> <p><b>RL.6.6</b> Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to know and understand an author's use of figurative language (e.g., simile, metaphor, idiom) as well as explain the structure of a particular genre. Students also were expected to know how point of view and perspective are two different terms and how each influence events in the text.

**Content Elaborations**

The focus of **Craft and Structure** is the understanding that readers create meaning by identifying and understanding an author's style and the author's intentionality behind the choices regarding language, structure, and content.

Students should analyze the texts to determine why the author's words were chosen, the effect that the words have on the reader, and how the author's tone is reflected in word choice. For this topic, students need an understanding of the words *figurative*, *connotative*, and *tone*. Students should begin to recognize sensory language as it relates to its impact on the meaning and tone of the passage.

Students need to recognize how parts of a text contribute to the development of a story. Readers need to recognize that everything authors include in a text helps to develop the theme, setting, or plot in a story. For example, explain how this sentence/paragraph supports the overall theme in the story.

Students should determine point of view and explain how the author's choice of who tells the story affects how the story is told or from which position of the conflict it may be told.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to understand the impact of an author's use of language on text. This includes figurative and connotative meanings, sensory words or phrases, and rhymes and other repetitions of sound. Students will identify how word choice affects a stanza, poem, or section of a story. Students will determine how text structure helps to convey key concepts in the text, as well as analyze how an author uses point of view to highlight the differences between the perspectives of various characters in a story.

Instructional Supports for the Model Curriculum
<p data-bbox="191 287 520 318"><b><u>Instructional Strategies</u></b></p> <p data-bbox="191 318 577 349"><i>This section is under revision.</i></p> <p data-bbox="191 386 613 417"><b><u>Instructional Tools/Resources</u></b></p> <p data-bbox="191 417 577 448"><i>This section is under revision.</i></p>

<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RL.6.7</b> 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.</p> <p><b>RL.6.8</b> (not applicable to literature)</p> <p><b>RL.6.9</b> Compare and contrast text 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><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students were expected to analyze how multimedia elements contribute to meaning, tone, mood, or appeal of a text. Students also were expected to compare and contrast the treatment of similar themes and topics in stories in the same genre.</b></p> <p><b><u>Content Elaborations</u></b>  The focus of the <b>Integration of Knowledge and Ideas standards</b> is to be able to compare and contrast then analyze the experience of reading and listening to multiple texts and media of the same story or multiple texts and media with similar themes and topics.</p> <p>Students must be able to identify and understand the similarities and differences between listening to and viewing text and/or media as opposed to just reading text alone. For example, read a story (ex: <i>The Christmas Carol</i>) and watch the play version of the same story. Students should be able to compare and contrast the two versions, <i>not in content</i>, but in how their sensory perception of an event in the written story might not elicit the same effect while watching the play.</p> <p>Students must be able to understand that authors approach themes and topics in unique ways. They must be able to recognize the presentation of themes and topics, as well as how they vary in different genres of literature. Students must be able to analyze why the author chose a particular format to convey their story.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to compare and contrast a fictional portrayal from texts and multimedia sources with an historical account of the same person or time period in order to understand how authors alter history. Students are also expected to compare and contrast written text to the same story in another medium, such as a film or audio version, to analyze the effects of the techniques unique to each.</b></p>	

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<b>Strand</b>	<b>Reading: Literature</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standard</b>	<p><b>RL.6.10</b>          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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p>

### **Previous Grade Level Progression Statement**

In the previous grade level, students were expected to read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band, independently and proficiently.

### **Content Elaborations**

The focus of the **Range of Reading and Level of Text Complexity** standard is for students to learn and independently use strategies to break down text that is above their reading comprehension level.

To help teachers match complex, grade-appropriate texts to their students, [Appendix A](#) contains a model with three dimensions for measuring text complexity, which is described in the illustration to the right.

To effectively establish the text complexity level, all three dimensions must be used together. The linked documents serve as a guide for teachers to select appropriate texts at a variety of levels for a variety of purposes.

The revised standard places importance on the reader's response to literature: reading for enjoyment and making a variety of connections in order to demonstrate comprehension.

### **Next Grade Level Progression Statement**

In the next grade level, students are expected to 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.

## Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum
<p data-bbox="191 251 520 280"><b><u>Instructional Strategies</u></b></p> <p data-bbox="191 284 577 313"><i>This section is under revision.</i></p> <p data-bbox="191 349 613 378"><b><u>Instructional Tools/Resources</u></b></p> <p data-bbox="191 381 577 410"><i>This section is under revision.</i></p>



**READING INFORMATIONAL TEXT STRAND**

<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Key Ideas and Details</i></b>
<b>Standards</b>	<p><b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2</b> Analyze informational text development.</p> <ul style="list-style-type: none"><li><b>a.</b> Determine a central idea of a text and how it is conveyed through particular details.</li><li><b>b.</b> Provide an objective summary of the text that includes the central idea and relevant details.</li></ul> <p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to explain what a text says both explicitly and implicitly. They were to quote accurately from text, determine two or more main ideas of a text, and explain how they are supported by key details. They also were expected to explain the relationship between ideas in a text as well as provide a summary.

**Content Elaborations**

The focus of the **Key Ideas and Details standards** is the analysis of text. Analysis of informational text is important in that it helps the reader determine the meaning of the passage.

Students should be able to find textual evidence to support what they assert to be the text's central ideas and key details, which have been discovered through textual analysis. The ability to determine what the text says explicitly and implicitly in order to enhance comprehension is crucial.

Students should be able to determine a central idea, along with the details that convey that central idea. In addition, they should be able to use this specific, relevant evidence from the text to support an objective summary. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

Students should analyze the information that introduces a person, event, or idea in a passage or piece, utilizing examples and or anecdotes from the text.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text, along with analyzing interactions between individuals, events, and ideas in a text.

Instructional Supports for the Model Curriculum
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<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Craft and Structure</i></b>
<b>Standards</b>	<p><b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RI.6.5</b> 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.</p> <p><b>RI.6.6</b> Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students were expected to determine the meaning of words and phrases in a grade-level text. Students will compare and contrast the text structure of informational text and analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</b></p> <p><b><u>Content Elaborations</u></b>  The focus of the <b>Craft and Structure</b> standards is the understanding that readers create meaning by identifying and understanding an author's style. Author's style is meant to influence, persuade, and stir the reader's feelings about a topic, as well as to provide clarity and to support the meaning of a text.</p> <p>Students should analyze the texts to determine why the author's words were chosen and what they mean within the text. For this topic, students need an understanding of the words <i>figurative</i>, <i>connotative</i>, and <i>technical meanings</i>.</p> <p>Students need to understand different types of text structure. They also must recognize how parts of a text contribute to the development of a text. Readers need to recognize that everything authors include in a text helps to develop the overall structure of a text.</p> <p>Students should determine perspective and purpose behind writing a text and explain how the author's is conveyed through the information, features, and structure of the text.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to determine the meanings of words and phrases as they are used in text, including the structure the author uses to organize the text and how major sections contribute to the whole. Students will determine an author's perspective or purpose in a text and the author distinguishes his or her position from that of others.</b></p>	

Instructional Supports for the Model Curriculum
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<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Integration of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>RI.6.7</b> 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.</p> <p><b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.</p> <p><b>RI.6.9</b> 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).</p>
	<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students were expected to gather information from multiple sources to answer a question, explain how an author provides relevant evidence to support their argument, and use information from multiple texts on the same topic.</b></p> <p><b><u>Content Elaborations</u></b>  The focus of <b>Integration of Knowledge and Ideas</b> is to be able to compare and contrast then analyze the experience of reading and listening to multiple formats, texts, and media of the same event or multiple texts and media on similar topics.</p> <p>Successful readers compare and contrast information across texts to gain a deeper understanding of the content. Students will read a text on a topic as well as watch a video or news report on the same topic. They will then use information from both to have an understanding of the information provided in both formats.</p> <p>Students will read argumentative texts and be able to identify the main parts of an argument (thesis, claim(s), evidence). While reading argumentative texts students can identify if the author's claim is supported by evidence or if it is not.</p> <p>In addition, students will be able to compare and contrast the events of two texts on the same topic. Students may compare a primary source (ex: memoir of Helen Keller) to a secondary source (ex: biography of Helen Keller). They will be able to explain what is similar and different between both presentations of the same events or same topic.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to compare and contrast a text to a multimedia version to note how each medium portrays information. Students will trace and evaluate an author's argument, as well as analyze how two or more authors write about the same topic, by emphasizing different evidence or interpretations of facts.</b></p>

Instructional Supports for the Model Curriculum
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<b>Strand</b>	<b>Reading: Informational Text</b>
<b>Topic</b>	<b><i>Range of Reading and Level of Text Complexity</i></b>
<b>Standards</b>	<b>RI.6.10</b> 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.

### Previous Grade Level Progression Statement

In the previous grade level, students were expected to read and comprehend informational text, including literary nonfiction (dramas, articles, poetry, etc.) at the high end of the grades 4-5 text complexity band, independently and proficiently.

### Content Elaborations

The focus of **Range of Reading and Level of Text Complexity** is for students to learn and independently use strategies to break down text that is above their reading comprehension level.

To help teachers match complex, grade-appropriate texts to their students, [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right. To effectively establish the text complexity level, all three dimensions must be used together. The linked document serves as a guide for teachers to select appropriate texts at a variety of levels for a variety of purposes.

### Next Grade Level Progression Statement

In the next grade level, students are expected to read and comprehend informational text, including literary nonfiction (dramas, articles, poem, etc.) in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Overview of Text Complexity

Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.





**Instructional Strategies**

*This section is under revision.*

**Instructional Tools/Resources**

*This section is under revision.*

**WRITING STRAND**

Strand	Writing
Topic	Text Types and Purposes
Standards	<p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Establish a thesis statement to present an argument.</li> <li>b. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the argument presented.</li> </ul> <p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Establish a thesis statement to present information.</li> <li>b. 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 to aid comprehension, if needed.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Establish and maintain a formal style.</li> <li>g. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> <p><b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ul>

- e. Provide a conclusion that follows from the narrated experiences or events.

### **Previous Grade Level Progression Statement**

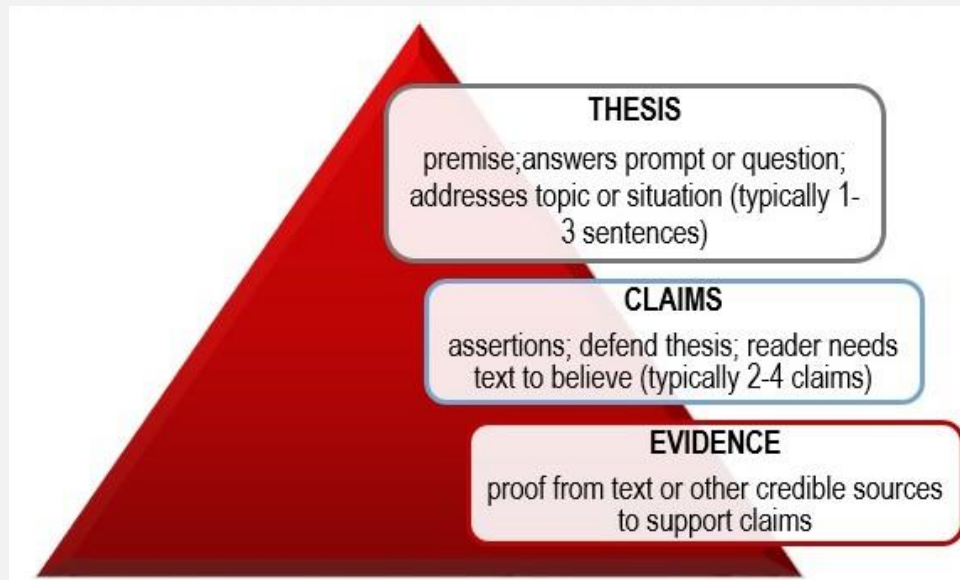
In the previous grade level, students were expected to write multi-paragraph opinion pieces supporting a point of view with an introduction, reasons, and supporting details. They also were expected to write multi-paragraph informative/explanatory texts that examined a topic and to write narrative texts that developed real or imagined experience.

### **Content Elaborations**

The focus of **Text Types and Purposes** is the understanding of the craft and development of writing. Writers will develop multi-paragraph arguments and informative/explanatory writing using clear and relevant evidence from credible sources. The evidence should be presented logically so that writers can clarify relationships between and among ideas. In addition, narrative writing should convey real or imagined experiences in a detailed and well-structured event sequence.

Sixth grade is the first year that students are introduced to a thesis statement, so they will require explicit instruction that a thesis statement introduces the topic of an entire piece of writing in one focused sentence. The thesis should appear in the introduction paragraph of an informational and argument writing but does not need to be the first sentence. Students should establish a thesis or thesis statement as a foundation for their argument and informative/ explanatory writing tasks. The thesis should be confirmed first by claims at the paragraph level, which need to be clear, while being supported with textual evidence and credible sources. The supporting evidence substantiates the claims and can be in various forms, including facts, quotations, examples, details, and/or statistics. Students then explain, in their own words, the relevance of the evidence to their claims (or counterclaims), which is called *analysis*. See the [Establishing a Thesis Standard Guidance](#) for more details about the thesis-claim-evidence structure.

Writers should explore a debated topic, write a thesis statement, and fully develop their claim and reasons. Writers should maintain a formal style by selecting and using precise and domain specific words. Writers use transitional words and phrases that distinguish writing styles and tones determined by the topic and audience. Writers conclude by leaving the reader with something to take away and think about a different perspective.



Students will produce writing in order to convey information. Students will review relevant information and concepts and then create a thesis statement. They will develop their writing by including relevant information to support their thesis with transitions that clarify how the information is connected. In order to convey information on the topic more precisely, students may incorporate formatting (headings, etc.) and other visual elements (charts, graphs, etc.) In order to sound like experts on their topic, students will use vocabulary specific to their topic and maintain a formal tone and style.

Writers will create multi-paragraph narratives to develop real or imagined experiences. When writing narratives, they will follow the aspects of literary elements. The narrative should engage the reader by having a clear narrator and making characters come alive using sensory details and descriptions. Writers should use narrative techniques, such as dialogue and description to develop experiences and events in the story. Appropriate transition words should also be used to show time shifts in the story and the events of a story should come to a resolution.

#### **Next Grade Level Progression Statement**

**In the next grade level, students are expected to write multi-paragraph arguments to support claims. They will write multiparagraph informative/expository texts to convey complex information clearly and accurately. They are expected to write multi-paragraph narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.**

### **Instructional Supports for the Model Curriculum**

#### **Instructional Strategies**

*This section is under revision.*

#### **Instructional Tools/Resources**

*This section is under revision.*

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b>Production and Distribution of Writing</b>
<b>Standards</b>	<p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.6.5</b> 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.</p> <p><b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to produce clear and coherent writing appropriate to the task, purpose, and audience. They also were expected to revise and edit (with guidance and support from peers and adults) writing when necessary and to use technology to support the writing process.

**Content Elaborations**

The focus of **Production and Distribution of Writing** is the understanding that writers apply a multi-stage, reflective process that requires revisiting a piece of writing several times in order to publish a polished product.

Writers are able to determine a writing mode necessary to fit the specific task, purpose, and audience. Students will develop and organize their writing to establish a clear focus.

The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances the word choice, unity, and coherence of thoughts, ideas, and details. Text should include appropriate grammar and usage as not to interfere with intended meaning.

The appropriate use of technology in producing and publishing writing is important during this grade level. Technology can help the writer research to strengthen and focus his or her topic and provide publishing software to polish the piece. Writers will collaborate with peers and adults throughout the writing process, as they work toward the publication of writing. Writers will increase their familiarity with keyboarding skills in the context of the writing task, typing a minimum of three pages in a single setting.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish, update, link, and cite individual or shared writing products.

Instructional Supports for the Model Curriculum
<p data-bbox="191 251 516 280"><b><u>Instructional Strategies</u></b></p> <p data-bbox="191 284 575 313"><i>This section is under revision.</i></p> <p data-bbox="191 354 611 383"><b><u>Instructional Tools/Resources</u></b></p> <p data-bbox="191 386 575 415"><i>This section is under revision.</i></p>

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b>Research to Build and Present Knowledge</b>
<b>Standards</b>	<p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8</b> 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.</p> <p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li><b>a.</b> Apply <i>grade 6 Reading standards</i> 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”).</li> <li><b>b.</b> Apply <i>grade 6 Reading standards</i> 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”).</li> </ul>



**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to conduct short research projects that use several sources, and recall and gather relevant information from experiences or print and digital sources. Students were to summarize or paraphrase information and provide a list of sources. They also were expected to draw evidence from literary and informational texts to support analysis, reflection, and research.

**Content Elaborations**

The focus of **Research to Build and Present Knowledge** is the understanding that writers activate prior knowledge and then engage in the process of inquiry and research.

Writers will conduct short research projects to answer a question, using information from multiple sources to gather relevant evidence and details. Writers will evaluate and refocus when the evidence does not support the inquiry.

Writers will gather relevant information from multiple resources (including but not limited to media, interviews, surveys, and observations). They will evaluate this information for accuracy, credibility, and reliability. Writers will provide a basic bibliography of information and sources to avoid plagiarism.

Writers will draw evidence from literary and/or informational text to support their analysis, reflection, or response to reading. When responding to reading standards for literature, students will compare and contrast texts in different forms or genres, and how those texts approach similar themes and topics. When responding to informational standards for informational text, students will be able to trace and evaluate an argument in a text by identifying claims and evidence to support the claims.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to draw evidence from multiple literary or informational print and digital sources to support analysis, reflection, and research, generating additional related research questions. Students will assess the credibility and accuracy of each source, quoting and paraphrasing accurately, avoiding plagiarism, and following a standard citation format.

Instructional Supports for the Model Curriculum
<p><b><u>Instructional Strategies</u></b> <i>This section is under revision.</i></p> <p><b><u>Instructional Tools/Resources</u></b> <i>This section is under revision.</i></p>

<b>Strand</b>	<b>Writing</b>
<b>Topic</b>	<b>Range of Writing</b>
<b>Standard</b>	<b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students were expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</b></p> <p><b><u>Content Elaborations</u></b>            Effective writers build their skills by practicing a <b>Range of Writing</b>. This standard applies to a variety of tasks, purposes, and audiences. Writers communicate clearly to an audience and adapt the content of their writing to accomplish a particular task and purpose. Writers devote short-term and long-term time frames producing numerous pieces throughout the year in all content areas.</p> <p><b><u>Next Grade Level Progression Statement</u></b>  <b>In the next grade level, students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</b></p>

	<b>Instructional Supports for the Model Curriculum</b>
	<p><b><u>Instructional Strategies</u></b>  <i>This section is under revision.</i></p> <p><b><u>Instructional Tools/Resources</u></b>  <i>This section is under revision.</i></p>

**SPEAKING AND LISTENING STRAND**

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Comprehension and Collaboration</i></b>
<b>Standards</b>	<p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li><b>a.</b> 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.</li> <li><b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li><b>c.</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li><b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul> <p><b>SL.6.2</b> 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.</p> <p><b>SL.6.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to engage effectively in a range of collaborative discussions with a variety of partners *on grade 5 topics and texts*, summarize a written text aloud, and summarize information presented in diverse media and formats. Students were also expected to summarize and explain claims made by a speaker.

**Content Elaborations**

The focus of **Comprehension and Collaboration** is the understanding that by applying and adapting effective listening skills to conversational situations, partners, and teams, students will develop new understandings and knowledge, as well as accomplish goals, and make appropriate contributions.

Partners and teams must act responsibly during discussions by effectively managing their time, cooperating, and contributing to the group process. Discussions may be in the form of a one-on-one teacher and student conference, in small groups for reading group and/or book clubs, and even a teacher-led mini-lesson. When coming to group discussions, students are to be prepared by having read the material required and being able to provide questions and elaborating in detail to help move a discussion forward. Listeners will be able review the key ideas that are explained by their peers. Students should respect each other's opinions and use discussion stems to guide their interaction.

Effective listeners should focus on and explain information presented in a variety of formats while applying critical listening skills. Diverse media can include video, audio, photo, and primary source documents. Other formats may include charts, tables, graphs, and infographics. Learners will use the information to determine connections to the topic, text, or issue under study.

Building upon previous listening skills, students should be able to outline the argument made by a speaker, including the evidence used to support main points. Students will also be able to evaluate which points are supported by evidence and which are not. Critical listeners learn to paraphrase and summarize a speaker's information, demonstrating understanding of that information. When listeners paraphrase, they express the ideas of the speaker in their own words. When they summarize, they condense the speaker's information by restating it in a few words.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to come to discussions prepared and participate in a range of collaborative discussions. Students will be able to pose questions that elicit elaboration and respond to their peers questions and comments. They are also expected to analyze main ideas and supporting details in media, as well as being able to explain how this helps to clarify the topic they are studying. Finally, students will be expected to evaluate the evidence presented by a speaker and identify if their evidence or reasoning is strong.

**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

*This section is under revision.*

**Instructional Tools/Resources**

*This section is under revision.*

<b>Strand</b>	<b>Speaking and Listening</b>
<b>Topic</b>	<b><i>Presentation of Knowledge and Ideas</i></b>
<b>Standards</b>	<p><b>SL.6.4</b> 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.</p> <p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b><u>Previous Grade Level Progression Statement</u></b>  <b>In the previous grade level, students were expected to report on a topic or text or present an opinion, delivering the ideas logically with relevant facts. Students were expected to include multimedia components in presentations in order to enhance the concepts being presented. Students were also expected to adapt speeches according to the assigned task.</b></p> <p><b><u>Content Elaborations</u></b>  The focus of <b>Presentation of Knowledge and Ideas</b> is a speaker's preparation and considerations when presenting information.</p> <p>Effective speakers prepare for a speech by considering audience and purpose. Speakers should think about the needs and interests of the audience and ask themselves the following questions:</p> <ol style="list-style-type: none"> <li>1. How much background information about the topic will the audience have/need?</li> <li>2. What details will my presentation need in order to inform as well as keep my audience interested?</li> <li>3. Is my presentation logical and coherent?</li> </ol> <p>Speakers should present their claims and findings, organize them in a logical way, and use the most pertinent information. When presenting information speakers should use appropriate eye contact with their audience, appropriate volume, and correct pronunciation.</p> <p>Including multimedia components in a presentation promotes active audience engagement. Students should be able to use a variety of digital and traditional tools when asked to present information. Students should add graphics, images, music, and sound to clarify information and add interest. Examples of multimedia presentations may include the following: PowerPoint presentations; recording one's self speaking while going through the presentation using a mirroring or screencasting tool; creating a video to engage your audience in your topic.</p>	

It is important to note here that students should be instructed in [digital citizenship](#) and [digital literacy](#) in order to choose and use multimedia components appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding [plagiarism](#).

Speakers should have knowledge of and use formal English, as well as appropriate speaking strategies that will enable them to effectively present for any purpose, situation, or audience. When presenting, speakers should adjust their language and method of delivery based on the needs of the audience. This awareness helps the speaker compose and deliver presentations that are engaging, insightful, and articulated in a clear, concise manner.

#### **Next Grade Level Progression Statement**

**In the next grade level, students are expected to present claims and findings precisely and logically and include digital media that helps to clarify and emphasize various ideas in their presentations. They also are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.**

### **Instructional Supports for the Model Curriculum**

#### **Instructional Strategies**

*This section is under revision.*

#### **Instructional Tools/Resources**

*This section is under revision.*



**LANGUAGE STRAND**

Strand	Language
Topic	<i>Conventions of Standard English</i>
Standards	<p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., myself, ourselves).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)</li> <li>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.</li> </ul> <p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b. Spell correctly.</li> </ul>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to demonstrate command of the conventions of standard English grammar and usage when writing. They were able to correctly capitalize, punctuate, and spell in their writing. They also were able to ensure commas are used correctly in sentences to separate parts of sentences. Also in this grade, students were to understand the function of conjunctions, prepositions, interjections, and verb tense in sentences.

**Content Elaborations**

The focus of **Conventions of Standard English** is the understanding that learning and using grade-level appropriate writing conventions and grammatical structures helps students communicate clearly and concisely. Students will understand subjective, objective, possessive, and intensive pronouns. Students will recognize and correct pronoun shifts and vague pronouns that are used incorrectly. With repeated and correct use, students will be able to communicate ideas in writing and express themselves.

Students should use capitalization correctly. They should use punctuation correctly when including nonrestrictive and parenthetical elements in their writing. Students should understand spelling patterns and rules to spell correctly. Students should utilize resources (such as a dictionary or spell check) to check their spelling within written documents.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to demonstrate command of the conventions of standard English grammar and usage when writing. Students are also able to ensure that punctuation and spelling when writing is correct. Students will focus on phrases, clauses, and different types of sentence writing (simple, compound, complex, compound-complex) as well as using commas to separate adjectives

**Instructional Supports for the Model Curriculum****Instructional Strategies**

*This section is under revision.*

**Instructional Tools/Resources**

*This section is under revision.*

<b>Strand</b>	<b>Language</b>
<b>Topic</b>	<b><i>Knowledge of Language</i></b>
<b>Standard</b>	<b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>Maintain consistency in style and tone.</li> </ol>
	<p><b><u>Previous Grade Level Progression Statement</u></b>            In the previous grade level, students were expected to expand, combine, and reduce sentences (simple, compound, and complex sentences) and to compare and contrast the varieties of English (e.g., dialects, registers, formal and informal language) used in stories, dramas or poems.</p> <p><b><u>Content Elaborations</u></b>            The focus of <b>Knowledge of Language</b> is its application in oral, auditory, written, or viewed expression.</p> <p>Students will use proper fluency and appropriate pauses when reading aloud or speaking. When applying writing conventions to written work, students vary sentence patterns and maintain a consistent writing style and tone.</p> <p><b><u>Next Grade Level Progression Statement</u></b>            In the next grade level, students will apply knowledge of language to understand how language functions, to make effective choices for meaning or style, and to comprehend more fully when writing, speaking, reading, or listening. Students will be able to choose language that expresses their ideas in a clear way, while avoiding wordiness.</p>
	<b>Instructional Supports for the Model Curriculum</b>
	<p><b><u>Instructional Strategies</u></b>  <i>This section is under revision.</i></p> <p><b><u>Instructional Tools/Resources</u></b>  <i>This section is under revision.</i></p>

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
Standards	<p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li><b>a.</b> 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.</li> <li><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li><b>c.</b> 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 part of speech.</li> <li><b>d.</b> 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).</li> </ul> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li><b>a.</b> Interpret figures of speech (e.g., personification) in context.</li> <li><b>b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).</li> </ul> <p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to determine or clarify the meaning of unknown words and demonstrate understanding of figurative language, word relationships, and nuances in word meanings. They also were expected to acquire and use accurately grade-appropriate academic and domain specific words.

**Content Elaborations**

The focus of **Vocabulary Acquisition and Use** is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text.

Knowledge of word origins, word relationships, and reference materials aids in understanding complex words and new subject-area vocabulary. Students will learn grade-appropriate Greek and Latin roots in order to better understand words in their reading and writing. These roots will also help students when they come across a word that they do not know, enabling them to determine its meaning.

Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning. Students will be able to understand the connotation and denotation of different words to enhance their writing and understand the author's purpose in using a word.

Students should also gain knowledge in academic and domain specific vocabulary. They will be able to use these words correctly in their speaking, reading, and writing in order to aid in comprehension and in the meaning of what they are creating.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships, and nuances in word meaning. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge and will be introduced to grade-level analogies to understand relationships between words.

Instructional Supports for the Model Curriculum
<p data-bbox="197 251 527 280"><b><u>Instructional Strategies</u></b></p> <p data-bbox="197 284 577 313"><i>This section is under revision.</i></p> <p data-bbox="197 349 611 378"><b><u>Instructional Tools/Resources</u></b></p> <p data-bbox="197 381 577 410"><i>This section is under revision.</i></p>

## English Language Arts Model Curriculum Update Writing Team

### GRADE 6

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