### 6th Grade Literacy and Content Year at A Glance

#### Assessed on the Common Assessment

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Narrative/ Literature Based Unit</strong></td>
<td>Nonfiction Based Unit</td>
<td>Argument Based Unit</td>
<td><strong>IAR: Possible Return to Informational Based Research/ How To Writing Demonstrations</strong></td>
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<tr>
<td>- Short story and novel study with accountable talk book club opportunities</td>
<td>- Read and analyze grade level nonfiction texts</td>
<td>- Synthesize information from documentaries, articles, infographics, interviews, etc. to compile summaries of ideas</td>
<td><strong>Poetry Based Writing Workshop</strong></td>
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<td>- Fiction Signposts to help students analyze text with independence, including note-taking with Signposts</td>
<td>- Summarize and cite text evidence</td>
<td>- Fill out pros/cons chart about a topic (for or against something), citing examples from text</td>
<td>- Analyze various poetry forms, including prose</td>
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<tr>
<td>- Analyze text for plot, theme, setting and character, backed by evidence</td>
<td>- Introduce Nonfiction Signposts</td>
<td>- Organized debate</td>
<td>- Write a collection of poems</td>
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<tr>
<td>- Write (short) literary essay responses to literature around theme with structured writing formula</td>
<td>- Identify central ideas of a text</td>
<td>- Research articles around a topic or theme, such as Blackfish Project</td>
<td>- Poetry Slam/Read Aloud</td>
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<td>- Develop literacy vocabulary</td>
<td>- Determine meaning of content vocabulary</td>
<td>- Compare media to articles read</td>
<td><strong>Narrative/ Literature Based Unit</strong></td>
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<tr>
<td>- Write a Personal Narrative</td>
<td>- Text structures</td>
<td>- Write argument paper, using structured writing formulas to analyze quotes</td>
<td>- Independent Book Clubs</td>
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<td>- Close read poetry related to topic of study</td>
<td>- Use multimedia (videos, pictures, audio podcasts) to research for NF paper</td>
<td>- Cite evidence from multiple sources in argument paper</td>
<td>- Read 2 texts of different genres and compare themes</td>
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<td>- Mentor Sentences (grammar/ vocab)</td>
<td>- Write informational text with structured writing formula</td>
<td>- Empathy book clubs with a focus on text for plot, theme, setting and character</td>
<td>- Write (longer) literary essay responses to literature around Theme with structured writing formula</td>
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</table>

#### Quarter 1 Standards:
**Reading Literature**
- RL.6.1 Cite Text Evidence
- RL.6.2 Determine a theme or central idea, provide a summary without opinion
- RL.6.3 Plot
- RL.6.4 Vocabulary and figurative language
- RL.6.5 Text structure, understanding how theme, plot, setting develop
- RL.6.6 Point of View
- RL.6.7 Compare or contrast the story to a drama, poem, or listening to an audio, video or live version

**Writing**
- W.6.3 Narrative writing

**Speaking and Listening**
- SL.6.1 Collaborative discussions

**Language**
- L.6.1 Conventions of Standard English grammar
- L.6.2 Capitalization, punctuation, spelling
- L.6.3 Use knowledge of language and conventions when reading, writing, speaking, listening
- L.6.4 Determine the meaning of unknown words and phrases

#### Quarter 2 Standards:
**Reading Informational**
- RI.6.1 Cite text evidence
- RI.6.2 Determine a central idea, provide a summary without opinion
- RI.6.3 Analyze interactions between individuals, events and ideas
- RI.6.4 Vocabulary
- RI.6.5 Text structures
- RI.6.6 Determine Author’s Point of View

**Writing**
- W.6.2 Informational Writing
- W.6.4 Writing Process
- W.6.5 Revision & Editing of Content
- W.6.6 Using technology
- W.6.8 Gather information from multiple print and digital sources

**Speaking and Listening**
- SL.6.2 Interpret diverse media
- SL.6.4 Present claims and findings
- SL.6.5 Multimedia and digital displays in presentations

**Language**
- L.6.1, L.6.2 Editing

#### Quarter 3 Standards:
**Reading Informational - Argument**
- RI.6.6 Point of View
- RI.6.7 Integrate information from different media forms
- RI.6.8 Evaluate argument and claims
- RI.6.9 Compare and contrast author’s presentation of events with that of another

**Writing**
- W.6.1 Argumentative writing
- W.6.7 Research project
- W.6.8 Gather information from multiple print and digital sources
- W.6.9 Draw evidence from informational text

**Speaking and Listening**
- SL.6.3 Delineate a speaker’s argument
- SL.6.4 Present claims and findings
- SL.6.5 Include multimedia components

**Language**
- L.6.2b Spell correctly
- L.6.3a Vary sentence patterns
- L.6.3b Maintain consistency in style and tone
- L.6.4b Use grade appropriate Greek or Latin affixes or roots
- L.6.4c Consult reference materials
- L.6.5a Interpret figures of speech in context
- L.6.5c Distinguish among the connotations or words with similar denotations
- L.6.6 Use grade appropriate general academic words and phrases

#### Quarter 4 Standards:
**Reading Literature**
- RL.6.1 Cite Text Evidence
- RL.6.2 Determine a theme or central idea, provide a summary without opinion
- RL.6.4 Determine the words or phrases
- RL.6.9 Compare and contrast texts in different forms or genres

**Writing**
- W.6.10 Write routinely over extended period of time

**Speaking and Listening**
- SL.6.6 Adapt speech to variety of contexts

**Language**
- L.6.2b Spell correctly
- L.6.3b Vari sentence patterns
- L.6.4b Use grade appropriate Greek or Latin affixes or roots
- L.6.4c Consult reference materials
- L.6.5c Distinguish among the connotations or words with similar denotations
- L.6.6 Use grade appropriate general academic words and phrases

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**Standards/strategies/skills that are highlighted in yellow** are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.
| words | L6.3 Sentence Patterns; consistency in style and tone | L.6.6 Use grade appropriate general academic words and phrases |

***Standards/strategies/skills that are highlighted in yellow are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.***