

**Crook County School District # 1 Curriculum Guide**

**Grade 6 Language Arts**

2011-2012

Crook County School District # 1 Curriculum Guide

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
6th Grade			
Reading Literature			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>Key ideas and Details( 1-3)</b></p> <p>Sixth grade students will read and <b>analyze</b> texts from a variety of literary genres. They will develop the ability to closely examine the text’s explicit content. They learn how to look for and identify deeper meanings within the text by drawing inferences. Teachers should demonstrate and model for students how to refer to a text.. During this process, students carefully probe a segment of text in order to study and evaluate its multiple and varied meanings. Students take the textual content to which they add their own prior knowledge to create new information in the form of inferences. Students in the sixth grade learn how to summarize texts by evaluating key details in which the central idea or theme is located. They develop the ability to distinguish key (thematic) details from all other details. Students will evaluate recurring ideas and changes in the characters and plot over the course of the text. Students will use graphic organizers. Students will summarize the text being read. Sixth graders will observe and analyze how story characters and plot interact throughout a given text.</p>	1-4	Analyze Synthesis Think-Aloud Infer Socratic Evaluate Characters Plot Setting Summarize Theme Prior-Knowledge Refer Main Idea
6.RL.2 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.			
6.RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			

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Reading Literature			
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6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p><b>Craft and Structure (4-6)</b></p> <p>As students read texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words. Students should begin to understand the impact word choice has on the text as a whole. They learn to recognize and analyze the importance of choosing specific words to create meaning and tone. Students in sixth grade are expected to determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole..</p> <p>Students are able to understand how the author develops the point-of-view of the narrator or speaker in the text.</p>	Level 1-4	Interpret Contextual clues Wordmeaning Discussion Recognize Analyze Meaning and Tone Part-whole Form-function Elements of a text Point of View/Alternate Point of View Reflection
6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 6th Grade <b>Reading Literature</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch	Sixth grade students will compare and contrast texts across various genres on the same theme or topic.. They may also view, analyze, and discuss film clips. The teacher may also read aloud selected poems. By doing this, students can evaluate multiple avenues to the same subject comparing what they <i>see and hear</i> to what they <i>listen to and watch</i> .  Sixth grade students should be able to compare and contrast texts of different genres that share similar themes.	Level 1-4	Compare-contrast Audio-visual material Evaluate See-hear Listen-watch Graphic Organizers
6.RL.8 N/A to Literature			
6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. .			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 6th Grade <b>Reading Literature</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>6.RL.10</p> <p>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.</p> <p>.</p> <p>.</p> <p>.</p>	<p><b>Range of Reading and Level of Text Complexity</b></p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.</p>	Level 1-4	<p>Scaffold</p> <p>Conceptual Knowledge</p> <p>Monitor</p> <p>Comprehension</p>

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
6th Grade			
Reading Informational; Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
6.RIT.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>Key Ideas and Details</b></p> <p>Sixth grade students will read and analyze informational texts. They develop the ability to closely examine the text’s content. They also learn how to look for and identify deeper meanings within the text by drawing inferences.</p> <p>The teacher may also guide students through the process of moving from analysis to synthesis. During this process, students carefully examine a segment of text. Students take the text’s content and add prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.</p> <p>In this way, students begin the practice of referring to the text for support. Students in the sixth grade will learn how to summarize texts by evaluating key details. They develop the ability to determine the supporting details from the extraneous details.</p>	Level 1-4	Analyze Opinion vs. judgment Text Content Analysis vs. Synthesis Socratic Draw Inferences Examine Summarize Guided Practice Think Alouds Think/Share
6.RIT.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
6.RIT.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			

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6th Grade			
Reading Informational Text			
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6.RIT.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<p style="text-align: center;"><b>Craft and Structure</b></p> <p>As students read informational texts in sixth grade, they are expected to determine and interpret the meaning of unfamiliar words.</p> <p>Students in sixth grade are expected to determine how individual elements of <b>informational texts</b> (sentence, chapter, section, etc.) contribute to a text’s overall scope. Students develop the ability to recognize how form relates to function and how a part relates to a whole.</p> <p>Students are able to understand how the author develops the point-of-view of the speaker in the text.</p>	Level 1-4	Informational Text Determine and Interpret Model Small Group/Whole Group Point of View/Alternative Point of View Main Concept Graphic Organizers
6.RIT.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
6.RIT.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.			

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6th Grade			
Reading Informational; Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
6.RIT.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<p><b>Integration of Knowledge and Ideas</b></p> <p>Sixth grade students will compare and contrast texts across various genres on the same theme or topic. Students gather information from all media to assess and better understand how each is presented</p> <p>Students are expected to evaluate data, arguments and claims in a text in order to distinguish those supported by evidence from those which are not. Students also evaluate if there is enough evidence to support a particular claim within an informational text.</p> <p>Students at this level compare and contrast two author’s presentations of similar events. By doing this, students are able to make text-to-text connections across different authors’ perspectives and explore these implications.</p>	Level 1-4	Author Different Similar Text-Text Connections Similarities and Differences Compare and Contrast two Authors Evaluate All Media Hi-light info
6.RIT.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			
6.RIT.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			

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<p>6.RIT.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p style="text-align: center;"><b>Range of Reading and Level of Text Complexity</b></p> <p>Students will be able to determine when they are not comprehending and making meaning, and they will be able to apply appropriate strategies in order to increase comprehension when faced with difficult text.</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p>	<p>Level 1-4</p>	<p>Literary Non-fiction Monitoring Comprehension Clarify</p>
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 6th Grade Writing Text Types and Purpose			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>6.W.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>a. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>b. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>c. Establish and maintain a formal style.</p> <p>d. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Sixth grade students will understand how to write arguments that accurately support a given claim with relevant evidence and valid reasoning.</p> <p>At this level, students are learning to examine information in order to be able to construct logical arguments using an authoritative, formal „voice“.</p> <p>Students begin their paper with an introduction and end the paper with a concluding statement. Many students also benefit from a checklist for their writing in order to develop and maintain autonomy over their work.</p> <p>Students will learn how to understand, organize, and convey complex information in a written composition.</p> <p>To increase understanding, students may:</p> <ul style="list-style-type: none"> <li>• seek to define any or all unknown terms,</li> <li>• create charts and graphs to determine cause/effect relationships between facts,</li> <li>• make comparisons and contrasts in terms of data, glean note-worthy quotations about the material from experts,</li> <li>• watch informational videos so as to observe the material „come alive“.</li> </ul>	1-4	<p>Formal Voice Introduction and Conclusion Organization Checklist Transitions Relative Evidence</p> <p>Protagonist vs. Anatagonist</p>
<p>6.W.2 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, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Sixth grade students will write narratives based upon imagined and/or real events.</p> <p>. Students present a conflict, build the rising action, create a climax, describe the falling action and wrap up the story in the resolution. Students will understand the necessity of momentum in a story -- how a story must move from scene to scene with the aid of transitions.</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>			
<p><b>6.W.3</b> 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,</p>			

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<p>relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p>			
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 6th Grade <b>Writing</b> <b>Production and Distribution of Writing</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p><b>6.W.4</b> 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.)</p>	<p>Students will produce writing that is clear and coherent in its development, organization and style. Students must develop the ability to adhere to the specific task, purpose, and audience in their writing, whether the paper is informational, explanatory, or narrative.</p>	Level 1-4	Task Purpose Audience Informational Explanatory Narrative Share Writing Process Peer Editing Collaborative Work
<p><b>6.W.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>Sixth grade students share their work with each other in order to give and receive feedback during the writing process. Students move from planning to drafting, revising, editing, and rewriting when necessary.</p>		
<p><b>6.W.6</b> 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.</p>	<p>Students can use tools including blogs and wikis, to develop their writing and communicate with students in their classes.</p>		

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6th Grade			
Writing			
Research to Build and Present Knowledge			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Sixth grade students will conduct short research projects. To ensure deep understanding of the writing prompt, teachers may first assign students to break down and re-state the prompt in their own words. Students may then brainstorm and compile a list of sources they could use for their project.	Level 1-4	Short research projects Re-state Sources Print and Digital sources, Draw Evidence, Without Plagiarizing Citing Sources Draw from Text, Research, Analysis, and Reflection, Evaluate the Validity
6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Students learn to gather relevant information from multiple print and digital sources to support research product(s). They develop the ability to judge each source and assess its overall accuracy and value to the task.  . Students practice citing sources and weaving in the information into their own work. Students will also include a <i>works cited</i> page detailing all sources used in proper format.		
6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific	Students in sixth grade are able to draw from texts, either literary or informational to support research, analysis, and reflection. Students are able to compare and contrast literary works that span genres with flexibility and ease and translate their ideas into specified written pieces -- reflective, analytical or both. By the same token, students must be able to evaluate the validity of the key details that support claims within informational pieces.		

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claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).			
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
6th Grade			
Writing			
Range of Writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
6.W.10  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  .  .	Students in the sixth grade engage in numerous writing pieces throughout the year. Students write with a broad range of tasks, purposes, and audiences in mind. In addition, students should produce writing over both extended and shorter time frames.	1-4	Tasks Purposes Audiences

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 6th Grade <b>Speaking and Listening Comprehension and Collaboration</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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>	<p>Sixth grade students will collaborate in groups to discuss a variety of topics to express their ideas clearly and persuasively.</p> <p>One way teachers may facilitate student interaction within collaborative groups is to provide roles so all group members have a purpose and stay connected and engaged The assignment of roles by the teacher allows students to better monitor how and when students may discuss/elaborate on a certain issue.</p> <p>Sixth graders will engage effectively in teacher–led discussions and discussions with partners.</p> <p>.</p> <p>Students are able to interpret and evaluate information presented in diverse media and formats. They learn how to perceive and explain how each medium shapes or influences the audience's perception and understanding of the information presented.</p> <p>Sixth grade students will also observe how various mediums appeal to one or more senses with varying levels of intensity. In order to do this work, students could be presented with a speech and be asked to compare reading the speech to watching a video of the speech. Students may wonder: The responses to such questions may then be discussed and debated within a group or</p>		<p>Roles in Groups, book clubs, Interpret and evaluate Discuss and Debate, different mediums</p>

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<p>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>whole-class setting.</p> <p>This standard requires sixth grade students to evaluate a speaker's argument and distinguish between solid, supportive evidence and weaker details that do not directly link to the topic. One way to approach this is to analyze several speeches or debates.</p>		
<p>6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 6th Grade <b>Speaking and Listening</b> <b>Presentation of Knowledge and ideas</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	During speaking tasks and activities, sixth grade students will utilize skills that are common to the language production domain of writing. While communicating orally, whether in whole class discussions, with partners or with a small group, students organize their ideas in a logical, sequential order.  Some elements students should include are using appropriate eye contact, volume and clear pronunciation. Students should be expected to incorporate multimedia components such as graphics and images in their presentations in order to add clarity to their content. Students must be able to determine language that is appropriate and effective for addressing a variety of audiences and purposes. Students need assignments that allow them to manipulate their speech based upon context.	Level 1-4	Small class vs. small group, Organize, eye contact, volume, pronunciation, incorporate multi-media, add clarity, Technology, determine language, Audience and Purpose
6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information .			
6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 3rd Grade <b>Language</b>			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p><b>6.L.1</b> 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., <i>myself</i>, <i>ourselves</i>).</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><b>Conventions of Standard English</b> 6.L.1 and 6.L.2</p> <p>Sixth grade students will show their understanding of the conventions of standard English grammar when writing or speaking. There is an emphasis on pronoun usage at the sixth grade level.</p> <p>Students are able to use standard conventions to purposefully communicate intention and meaning to their reader.</p>		<p>Understanding conventions, English Grammar, Draw Conclusions, Verb Tenses, Voice, Language, Pronoun Usage Standard Conventions, Communicate Intention and Meaning, modeling and practice</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 6th Grade Language			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
6.L.2 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.	<b>Conventions of Standard English</b> See 6.L.1		
6.L.3. 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.*	<b>Knowledge of Language</b>  Sixth grade students will understand how language can be used to convey specific meanings or particular effects to the reader.		Experiment, Various Sentence Patterns

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 3rd Grade <b>Language</b> Vocabulary Acquisition and Use			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Sixth grade students use their familiarity with language and its structure as a tool to aid their reading comprehension. To achieve this, students draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary.</p> <p>Students understand the nuanced, unspoken, and non-literal meanings of language</p> <p>Following these activities, students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text.</p>	Level 1-4	Context and Function, Greek and Latin Roots, Apply, Nuanced, Unspoken, and non-literal, synonyms and antonyms, and word choice.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 6th Grade <b>Language</b> Vocabulary Acquisition and Use			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>To be successful, sixth grade students effectively understand and apply conversational, academic, and domain-specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways.</p>	<p>Level 1-4</p>	<p>Conversational, academic, and domain specific vocab, editing, taught and modeled, analyzing, pictures, poems, and directions, writing frames or sentence starters, word wall, interpret unknown words, Greek and Latin roots, context clues</p>
<p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			

**Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)**

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155

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Common Core Language Arts Vocabulary

2012-2013 Version

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Key Details	Central message	Moral	text-to-text	Stanza	Figurative	Explicitly
Prompting	Theme	Alliteration	Text-to-self	Meter	Chapter	inferences
Retell	Fiction	Stanza	Text-to-world	Rhythm	Scene	figurative
Characters	Nonfiction	Pattern (AABB)	Dialect	Verse	Stanza	analyze
Setting	Narrator	Rhythm		Dialogue	Heading	quantitatively
Plot	Poetry	Inflection		Chapters	Sections	
Illustrator	Dictionary	Scaffolding		Narrator	Illustrations	
Role	Reference materials	Schema		First person	Multi-media	
Context Clues	Heading	Fiction		Third person	Complex	
Author	Table of Contents	Informational Text		Drama	Sentences	
Genre	Glossary	Fiction		Myths	Informative	
Text Clues	Icons	Nonfiction		Categorize	Exclamatory	
Relationship	Chart	Main Idea		Collaboration	Strategies	
Illustration	Table	Transitions		Paraphrase	Relevant	
Visual Cues	Caption	Subheadings		Metaphor	Information	
Compare/Contrast	Syllables	Caption		Idiom	Writer's purpose	
Lit.	Sounds	Bold Print		Antonyms	Prepositions	
Conflict	Vowels	Venn Diagram		Synonyms	Conjunctions	
Resolution	Consonants	Prefix			Interjections	
Connections	Blends	Suffix			Verb-tenses	
Textual Evidence	Fluency	Revise			Diversity	
Visual Cues	Voice	Edit			Formal v. Informal	
Inferring	Expression	Volume			Simile	
Rhymes	Context Clues	Articulate				
Syllables	Self-correct	Enunciate				
Phonemes	Opinion	Collective Nouns				
Voice	Fact	Plural Nouns				
Echo Reading	Transition words	Irregular Plurals				
Cross Checking	Introduction	Adjectives				
Opinion	Details	Adverbs				

Crook County School District # 1 Curriculum Guide

Informative Explanatory Narrative Expression Purpose for Writing Editing Spelling Grammar Punctuation Digital Tools Roles Cooperation Group Projects Structured Conversation Ask questions Oral Response Comprehension Visual Displays Audibly Uppercase Letters Lower case Letters Noun Verb Plurals Interrogatives (Questions words) Preposition Prepositions Conventions Punctuation Capitalization Spelling Inflections Affixes	Conclusion Sequence Rough Draft Final Draft Publishing Project Role Research Graphic Organizer Schema Listening Speaking Observing Questioning Discussion Conversation Leader Observer Participant Grammar Singular Nouns Plural Nouns Conventions Verb tense Past Present Future Adjectives Conjunction Statement Question Exclamation Punctuation Proper Nouns Comma Sight words Root words	Simple Sentence Compound Sentence Reflexive Pronouns Connections Adverbs				
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Word Acquisition Formal Voice/Dialects Informal Voice/Registers Inflections Common Concepts Homophones Antonyms	Context Clues Connections Voice Synonyms Adjectives					
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