

Chelsea School District Curriculum Student Benchmarks

English/Language Arts Sixth Grade

Reading: a Literature

Key Ideas and Details

STUDENTS WILL...

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.IT.06.02	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Poetry Unit
R.CM.06.01 R.CM.06.03	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.	Narrative Unit
R.NT.06.03	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.	Adventure/ Fantasy Unit

Craft and Structure

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.WS.06.07 R.WS.06.02	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.	Poetry Unit
R.WS.06.01	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.	Poetry Unit
R.NT.06.04	6. Explain how an author develops the point of view of the narrator or speaker in a text.	Action/Adventure

Integration of Knowledge and Ideas

STUDENTS WILL...

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
L.RP.06.02	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.	Fantasy

	8. (Not applicable to literature)	X
R.CM.06.02 R.NT.06.02	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.	Narrative Unit

Range of Reading and Level of Text Complexity

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.WS.06.03 R.WS.06.06	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.	ALL units

Reading: Informational Text

Key Ideas and Details

STUDENTS WILL...

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.CM.06.04	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Informational Unit
R.IT.06.03	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.	Informational Unit
R.IT.06.01	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).	Informational Unit

Craft and Structure

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.WS.06.05	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Informational Unit
R.IT.06.01 R.IT.06.02	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.	Informational Unit
R.IT.06.03	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Informational Unit

Integration of Knowledge and Ideas

STUDENTS WILL...

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.CM.06.04	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.	Informational Unit
R.CS.06.01 L.RP.06.06	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from	Persuasive Unit

	claims that are not.	
L.RP.06.05	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).	

Range of Reading and Level of Text Complexity

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.CM.06.02	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.	ALL Units

Writing

Text Types and Purposes

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
W.GN.06.02 W.PR.06.03	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Introduce claim(s) and organize the reasons and evidence clearly. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the argument presented. 	Persuasive Unit
W.GN.06.03 W.PR.06.04	<p>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> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. 	Informational Unit

	<ul style="list-style-type: none"> Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. 	
W.GN.06.01 W.PR.06.01 W.PR.06.02	<p>3. 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"> 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	Adventure & Narrative Unit

Production and Distribution of Writing

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
W.PS.06.01	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	ALL Units
W.PR.06.05	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	ALL Units
W.PR.06.05 S.SC.06.03	6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	ALL Units

Research to Build and Present Knowledge

STUDENTS WILL....

HSC/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
W.GN.06.03	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Informational/Narrative
W.GN.06.03 L.RP.06.01 L.RP.06.07	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.	Informational/Narrative
W.GN.06.03	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Informational Unit

	<ul style="list-style-type: none"> ○ 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”). ○ 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”). 	
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Range of Writing

STUDENTS WILL...

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
W.PS.06.01	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	ALL units- journals

Speaking and Listening

Comprehension and Collaboration

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
S.SD.06.01 S.DS.06.03	<p>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> <ul style="list-style-type: none"> ○ 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. ○ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ○ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ○ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	ALL Units
L.CN.06.01 L.CN.06.02	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Fantasy Unit
S.DS.06.02	3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Persuasive Unit

Presentation of knowledge and Ideas

STUDENTS WILL...

HSC/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
S.DS.06.03	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.	Persuasive Unit
L.RP.06.04	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Informational Unit
S.CN.06.02	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Persuasive/Info

Language

Conventions and Standard English

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
W.GR.06.01	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ○ Ensure that pronouns are in the proper case (subjective, objective, possessive). ○ Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). ○ Recognize and correct inappropriate shifts in pronoun number and person.* ○ Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* ○ Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* 	ALL Units & Pronouns in Folktales and Informational
W.SP.06.01	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ○ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* ○ Spell correctly. 	ALL units

Knowledge of Language

STUDENTS WILL...

HSC/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
S.CN.06.01	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ○ Vary sentence patterns for meaning, reader/listener interest, and style.* ○ Maintain consistency in style and tone.* 	ALL Units

Vocabulary Acquisition and Use

STUDENTS WILL...

HSC/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.WS.06.7	<p>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> <ul style="list-style-type: none"> ○ Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>). ○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ○ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	Spelling Work
R.NT.06.04	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ○ Interpret figures of speech (e.g., personification) in context. ○ Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. ○ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	Poetry & Folktales Unit
R.CM.06.04 R.WS.06.07	<p>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>	Spelling Work