

Chelsea School District Curriculum Student Benchmarks

English/Language Arts-**SKILLS** Sixth Grade

Reading: 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.	Informational 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.	The Cay
R.NT.06.03 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.	Guided Reading Roll of Thunder

Craft and Structure

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
R.WS.06.02 R.WS.06.07	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.	Reading Strategy Unit Maniac Magee
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.	Maniac Magee Guided Reading Reading Strategy
R.NT.06.04	6. Explain how an author develops the point of view of the narrator or speaker in a text.	Roll of Thunder

Integration of Knowledge and Ideas

STUDENTS WILL...

HSC/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.	The Cay Maniac Magee

	8. (Not applicable to literature)	
R.WS.06.03 R.WS.06.06	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.	Guided Reading

Range of Reading and Level of Text Complexity

STUDENTS WILL....

HSCE/GLCE CODE	OBJECTIVES	INSTRUCTIONAL RESOURCE LOCATION
	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 Roll of Thunder
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 Roll of Thunder
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).	The Cay

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.	Reading Strategies 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.06.03	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.	Maniac Magee The Cay
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	Informational Unit Roll of Thunder

	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).	The Cay Informational Unit

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

Board Approved - May 2011