

Yearlong Trajectory for a Balanced Model: Grade Six

Sample ELA Schedule for 10-Day Rotation

The following sample schedule shows one possibility for mapping out the four components of a balanced literacy approach in a 10-day rotation. The four components of balanced literacy include Readers' Workshop, Writers' Workshop, Word Study (vocabulary, parts of speech, spelling, etc.), and Interactive Read Aloud (read aloud with whole class novel).

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Word Study	Word Study	Readers' Workshop	Readers' Workshop	Readers' Workshop	Read Aloud	Writers' Workshop	Writers' Workshop	Writers' Workshop	Read Aloud
Read Aloud	Read Aloud				Word Study				Word Study

Sample Yearlong Map Correlated to Frameworks

The following yearlong trajectory shows the draft units of study for RW and WW that ELA teachers mapped for the year at the spring retreat. Also shown are possible word study units mapped throughout the year. This chart shows how all framework standards are incorporated into the balanced literacy model through RW, WW, or word study. Use this chart as a model to map yearlong curriculum for your grade at the middle level.

Month	Literacy Block Component	Unit of Study	Frameworks Addressed
September	Readers'/Writers' Workshop	Launching Workshop	6.D.1 Explain the purpose for working in a small group and participate according to that purpose. 6.D.2 Establish and follow protocols for respectful listening, speaking, and sharing. 6.D.3 Contribute relevant, appropriate, and useful information and ideas in a discussion. 6.D.4 Apply understanding of agreed-upon rules and individual roles in order to make decisions. 6.D.5 Follow specific tasks and meet timelines for small group work. 6.D.6 Come to agreement by seeking consensus or following the majority, depending on the ground rules. 6.D.7 Show willingness to hear a range of positions on an issue. 6.D.8 Lead discussions among peers, addressing audience questions.
September	Read Aloud	Whole-Class Novel	Select a whole class text to read and discuss with the class. Student may or may not have copies of the text in front of them as you read aloud. The text will be instructional level for some students and potentially frustration level for others.
September/October	Word Study	Vocabulary	6.V.4 Recognize and use appropriate words with multiple meanings in sentence context. 6.V.5 Determine word pronunciation, meaning, alternate choices, and parts of speech, using a dictionary and/or thesaurus. 6.V.6 Analyze formal and informal language used in articles, advertisements, stories, poems, and plays. 6.V.7 Identify the meaning of roots and related words that appear frequently in general academic vocabulary word families (e.g., <i>conclude/conclusion/conclusively</i>). 6.V.8 Explain changes in the meaning of root words related to the addition of common Anglo-Saxon, French, Latin and Greek prefixes and suffixes (e.g., the Latin <i>trans-</i> as in <i>transformation</i> , the Greek <i>bio-</i> as in <i>biography</i> , the Latin <i>-ity</i> as in <i>prosperity</i> , and the Anglo-Saxon <i>-ish</i> as in <i>childish</i>). 6.V.9 Identify the meaning of English words using related cognates in other languages (e.g., <i>actividad/activity</i> , <i>esplendido/splendid</i> in Spanish and English). 6.V.10 Identify words or word parts from other languages that have been adopted into the English language (e.g., Scandinavia – <i>fjord</i>). 6.V.11 Explain the meaning of compound words and phrases including those that appear in informational text (e.g., <i>fair play</i>).

Revised July 2009

October/ November	Readers’/Writers’ Workshop	Genre Study: Fiction	<p>6.V.1 Define new words in literary texts that are related to known synonyms, themes, concepts, and story structure.</p> <p>6.V.3 Explain the meaning of figurative language including similes, metaphors, and idioms (e.g., <i>apple of his eye</i>, <i>life is just a bowl of cherries</i>).</p> <p>6.RF.4 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p> <p>6.RF.5 Adjust reading rate based on text complexity, familiarity, and the purpose of reading.</p> <p>6.RF.6 Read silently and independently unfamiliar, grade-appropriate literary and expository passages with comprehension.</p> <p>6.RL.1 Pose and answer questions in order to show accurate literal understanding of ideas, characters, settings, events and organizational elements in literary works.</p> <p>6.RL.2 Identify the central conflict of a story, play, narrative poem, or film and summarize sequentially the events and characters’ actions that lead to a resolution.</p> <p>6.RL.3 Pose and answer questions in order to make valid inferences about ideas, characters, settings, themes, and events in literary works.</p> <p>6.RL.4 Interpret the meaning and style of a poem, story, play, or film by analyzing specific elements:</p> <ul style="list-style-type: none"> ● literary devices (e.g., symbolism, foreshadowing, metaphor, hyperbole, figurative language, varied sentence structure, line length, punctuation, rhythm, and sound, conventions of a genre); ● production elements (e.g., camera shots and angles, cuts, close-ups, dialogue, voice-over narration, sound effects). <p>6.RL.5 Identify and analyze patterns and themes in ancient and classical mythologies (e.g., ideas of the afterlife, fate, roles of deities, types and purposes of myths).</p> <p>6.RL.6 Apply knowledge that theme refers to the main idea or meaning, stated or unstated, of a literary work to a comparative analysis of two novels, plays, short stories, or films.</p> <p>6.RL.7 Research informational source materials about authors, illustrators, or film directors (e.g., interviews, speeches, biographies, or autobiographies, or documentaries) in order to draw supported conclusions about their purpose for exploring particular ideas or making creative choices.</p> <p>6.RL.8 Select two or more literary works with similar themes (stated or unstated) and analyze how the theme develops in each work, providing details about the effectiveness of author’s use of imagery, metaphor, or symbolism to convey meaning.</p> <p>6.CL.1 Write well-planned stories and scripts containing details of the basic elements of fiction (e.g., characters, narrator, dialogue, setting, plot with a clear resolution), and which serve one’s audience and purpose of the task.</p> <p>6.CL.3 Compose multi-media literary presentations using straightforward text, visual, audio, graphic, and/or interactive media effects. For example, students review characteristics and elements of tall tales and collaborate to create an original tall tale set in contemporary times.</p> <p>6.CL.4 Use important images, text, graphics, music, and/or sound to support and enhance and/or express voice, tone, and meaning of stories and poems, and which serve one’s audience and purpose of the task.</p> <p>6.CE.1 Add or revise images and details as needed for enhanced expressiveness and meaning, in order to further the writer’s purpose for the intended audience, through collaboration and/or alone.</p> <p>6.CE.2 Revise diction as needed using a dictionary, thesaurus, or other resource, in order to clarify meaning, enrich tone and emerging voice (i.e., sound of writing), in order to further the writer’s purpose for the intended audience, through collaboration and/or alone.</p> <p>6.CE.3 Combine closely related ideas from different sentences into single sentences, varying sentence structure as needed to improve flow, through collaboration and/or alone.</p> <p>6.CE.4 Assess sentence cohesion and revise transition words/phrases as needed in order to link sentences for greater meaning and flow, through collaboration and/or alone.</p> <p>6.CE.5 Assess overall coherence and revise sentences and paragraphs for consistency of organization and idea development (e.g., chronological, climatic or order of importance, topical or emerging from the specific topic), through collaboration and/or alone.</p> <p>6.CE.6 Revise images and words in media presentations to integrate two elements smoothly and coherently.</p> <p>6.CE.7 Apply knowledge of English conventions to ensure legibility in hand-written pieces, consistent use of sentence structure (elimination of run-ons and ineffective fragments), and accurate use of grammar rules (parts of speech, parts of a sentence, and word order) and mechanics (use of apostrophes, quotation marks, commas, colons, paragraph indentation; and correct spelling, capitalization, punctuation) through collaboration and/or alone.</p>
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October/ November	Word Study	Vocabulary	<p>6.V.4 Recognize and use appropriate words with multiple meanings in sentence context.</p> <p>6.V.5 Determine word pronunciation, meaning, alternate choices, and parts of speech, using a dictionary and/or thesaurus.</p> <p>6.V.6 Analyze formal and informal language used in articles, advertisements, stories, poems, and plays.</p> <p>6.V.7 Identify the meaning of roots and related words that appear frequently in general academic vocabulary word families (e.g., <i>conclude/conclusion/conclusively</i>).</p> <p>6.V.8 Explain changes in the meaning of root words related to the addition of common Anglo-Saxon, French, Latin and Greek prefixes and suffixes (e.g., the Latin <i>trans-</i> as in <i>transformation</i>, the Greek <i>bio-</i> as in <i>biography</i>, the Latin <i>-ity</i> as in <i>prosperity</i>, and the Anglo-Saxon <i>-ish</i> as in <i>childish</i>).</p> <p>6.V.9 Identify the meaning of English words using related cognates in other languages (e.g., <i>actividad/activity</i>, <i>esplendido/splendid</i> in Spanish and English).</p> <p>6.V.10 Identify words or word parts from other languages that have been adopted into the English language (e.g., Scandinavia – <i>fjord</i>).</p> <p>6.V.11 Explain the meaning of compound words and phrases including those that appear in informational text (e.g., <i>fair play</i>).</p>
December	Readers’/Writers’ Workshop	Genre Study: Poetry	<p>6.V.3 Explain the meaning of figurative language including similes, metaphors, and idioms (e.g., <i>apple of his eye</i>, <i>life is just a bowl of cherries</i>).</p> <p>6.RF.4 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p> <p>6.RF.5 Adjust reading rate based on text complexity, familiarity, and the purpose of reading.</p> <p>6.RF.6 Read silently and independently unfamiliar, grade-appropriate literary and expository passages with comprehension.</p> <p>6.RL.1 Pose and answer questions in order to show accurate literal understanding of ideas, characters, settings, events and organizational elements in literary works.</p> <p>6.RL.2 Identify the central conflict of a story, play, narrative poem, or film and summarize sequentially the events and characters’ actions that lead to a resolution.</p> <p>6.RL.3 Pose and answer questions in order to make valid inferences about ideas, characters, settings, themes, and events in literary works.</p> <p>6.RL.4 Interpret the meaning and style of a poem, story, play, or film by analyzing specific elements:</p> <ul style="list-style-type: none"> • literary devices (e.g., symbolism, foreshadowing, metaphor, hyperbole, figurative language, varied sentence structure, line length, punctuation, rhythm, and sound, conventions of a genre); • production elements (e.g., camera shots and angles, cuts, close-ups, dialogue, voice-over narration, sound effects). <p>6.RL.5 Identify and analyze patterns and themes in ancient and classical mythologies (e.g., ideas of the afterlife, fate, roles of deities, types and purposes of myths).</p> <p>6.RL.6 Apply knowledge that theme refers to the main idea or meaning, stated or unstated, of a literary work to a comparative analysis of two novels, plays, short stories, or films.</p> <p>6.RL.7 Research informational source materials about authors, illustrators, or film directors (e.g., interviews, speeches, biographies, or autobiographies, or documentaries) in order to draw supported conclusions about their purpose for exploring particular ideas or making creative choices.</p> <p>6.RL.8 Select two or more literary works with similar themes (stated or unstated) and analyze how the theme develops in each work, providing details about the effectiveness of author’s use of imagery, metaphor, or symbolism to convey meaning.</p> <p>6.CL.2 Write poems using poetic techniques (e.g., alliteration, onomatopoeia), figurative language (e.g., simile, metaphor), and graphic elements (e.g., capital letters, line length) and serve one’s audience and purpose of the task and which serve one’s audience and purpose of the task.</p> <p>6.CE.1 Add or revise images and details as needed for enhanced expressiveness and meaning, in order to further the writer’s purpose for the intended audience, through collaboration and/or alone.</p> <p>6.CE.2 Revise diction as needed using a dictionary, thesaurus, or other resource, in order to clarify meaning, enrich tone and emerging voice (i.e., sound of writing), in order to further the writer’s purpose for the intended audience, through collaboration and/or alone.</p> <p>6.CE.3 Combine closely related ideas from different sentences into single sentences, varying sentence structure as needed to improve flow, through collaboration and/or alone.</p>

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December	Read Aloud	Whole-class Novel	Instructional level for some students
December/January/February	Word Study	Structure of Language	<p>6.G.1 Identify and correctly use the eight basic parts of speech: nouns, adjectives, verbs, adverbs, pronouns, prepositions, conjunctions, and interjections.</p> <p>6.G.2 Identify verb phrases and verb tenses, including the past-, present-, and future-perfect tenses.</p> <p>6.G.3 Identify and employ examples of indefinite pronouns. (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>).</p> <p>6.G.4 Identify and express examples of prepositional phrases and appositives.</p> <p>6.G.5 Identify compound subjects with verbs that agree in number and use these correctly in speaking.</p> <p>6.G.6 Identify and employ correctly placed modifiers and pronouns in sentences.</p> <p>6.G.7 Identify and use effective simple, compound, and complex sentence structures (<i>without fragments or run-ons</i>).</p> <p>6.G.8 Determine and develop appropriate coordination and subordination of ideas in complex sentences to express complete thoughts.</p> <p>6.G.9 Create various kinds of sentences, using specific verbs, selected modifiers, explanations, added details, or structures that help make connections among ideas.</p>
January	Readers'/Writers' Workshop	Genre Study: Dramatic Literature	<p>6.V.1 Define new words in literary texts that are related to known synonyms, themes, concepts, and story structure.</p> <p>6.RF.4 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p> <p>6.RF.5 Adjust reading rate based on text complexity, familiarity, and the purpose of reading.</p> <p>6.RF.6 Read silently and independently unfamiliar, grade-appropriate literary and expository passages with comprehension.</p> <p>6.RL.1 Pose and answer questions in order to show accurate literal understanding of ideas, characters, settings, events and organizational elements in literary works.</p> <p>6.RL.2 Identify the central conflict of a story, play, narrative poem, or film and summarize sequentially the events and characters' actions that lead to a resolution.</p> <p>6.RL.3 Pose and answer questions in order to make valid inferences about ideas, characters, settings, themes, and events in literary works.</p> <p>6.RL.4 Interpret the meaning and style of a poem, story, play, or film by analyzing specific elements:</p> <ul style="list-style-type: none"> • literary devices (e.g., symbolism, foreshadowing, metaphor, hyperbole, figurative language, varied sentence structure, line length, punctuation, rhythm, and sound, conventions of a genre); • production elements (e.g., camera shots and angles, cuts, close-ups, dialogue, voice-over narration, sound effects). <p>6.RL.5 Identify and analyze patterns and themes in ancient and classical mythologies (e.g., ideas of the afterlife, fate, roles of deities, types and purposes of myths).</p> <p>6.RL.6 Apply knowledge that theme refers to the main idea or meaning, stated or unstated, of a literary work to a comparative analysis of two novels, plays, short stories, or films.</p> <p>6.RL.7 Research informational source materials about authors, illustrators, or film directors (e.g., interviews, speeches, biographies, or autobiographies, or documentaries) in order to draw supported conclusions about their purpose for exploring particular ideas or making creative choices.</p> <p>6.RL.8 Select two or more literary works with similar themes (stated or unstated) and analyze how the theme develops in each work, providing details about the effectiveness of author's use of imagery, metaphor, or symbolism to convey meaning.</p>

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January/February	Read Aloud	Whole-class Novel	Instructional level for some students
February/March	Readers’/Writers’ Workshop	Genre Study: Nonfiction	<p>6.V.2 Define topically related content words in the grade 6 curriculum in English language arts (e.g., <i>analogy</i>), science (e.g., <i>fossils</i>), social studies (e.g., <i>civilization</i>), mathematics (e.g., <i>probability</i>, <i>circumference</i>), the arts (e.g., <i>baroque</i>), and health/physical education (e.g., <i>self-esteem</i>).</p> <p>6.RF.4 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p> <p>6.RF.5 Adjust reading rate based on text complexity, familiarity, and the purpose of reading.</p> <p>6.RF.6 Read silently and independently unfamiliar, grade-appropriate literary and expository passages with comprehension.</p> <p>6.RI.1 Pose and answer questions in order to show accurate literal understanding of informational text and media.</p> <p>6.RI.2 Restate in words or sentences information that is written in mathematical, scientific, or map symbols.</p> <p>6.RI.3 Pose and answer questions in order to make valid inferences about informational text and media.</p> <p>6.RI.4 Summarize important facts and related details in information provided.</p> <p>6.RI.5 Analyze informational text and media by applying knowledge of structural, organizational, and graphic features of informational text and media and words that signal opinions, comparisons, causes and effects, and levels of importance of ideas.</p> <p>6.RI.6 Interpret sequential, multi-step instructions and their related details from information provided.</p> <p>6.RI.7 Determine when an author is trying to convince the reader of the validity of an interpretation or position on an issue and evaluate how effectively the author accomplishes this purpose.</p> <p>6.RI.8 Determine when an author is trying to persuade the reader to take an action, and evaluate how effectively the author accomplishes this purpose.</p> <p>6.R.1 Formulate and refine open-ended and factual research questions and a key word list for research.</p> <p>6.R.2 Locate, select, and record a variety of sources on a topic of interest, through collaboration and/or alone.</p> <p>6.R.3 Select and evaluate relevant oral, graphic, digital, and print resources efficiently, using organizational features of reference texts and checking accuracy and credentials in electronic sources (e.g., author credentials, formality of presentation, date of publication, publisher, title of journal, cross references in scholarly journals or web sites).</p>

- 6.R.4 Use e-mail to communicate with others (other classrooms, experts in the field, teachers) at the teacher's discretion.
- 6.R.5 Follow ethical and legal guidelines for collecting and recording information.
- 6.R.6 Select and write pertinent main ideas/important information and supporting details in note form, recording the source of information and following an established format.
- 6.R.7 Select and quote specific words, phrases, and sentences as needed, recording their source and following an established format.
- 6.R.8 Restate notes in own words, using summarizing or paraphrasing techniques.
- 6.R.9 Organize and interpret information, using a variety of tools to connect and organize ideas (e.g., spreadsheet, database, outlining software)
- 6.R.10 Identify an appropriate approach to organizing a writing task, select the form appropriate to an intended audience, and identify an organizational structure that will fit one's audience and purpose.
- 6.R.11 Introduce and discuss all quoted words, phrases, and sentences, and attribute them to the author/source.
- 6.R.12 Import graphics, photos, and other media into a report or presentation.
- 6.CI.1 Write compositions of varying length based on personal knowledge or research that
- include a clear focus and sufficient detail and description to support the explanation
 - have a sequential, compare/contrast, cause/effect, or problem/solution organization, and
 - use grade-appropriate academic and content area vocabulary accurately.
- 6.CI.2 Write interpretations or explanations of literary and informational text in a variety of forms (e.g., essays, articles), using evidence from the text as support and including basic structural elements (e.g., topic sentence, supporting details, and a conclusion) and accurate academic and content vocabulary.
- 6.CI.3 Write clear practical texts (e.g., instructions, directions, emails, and/or business letters) using accurate and accessible vocabulary for the identified audience.
- 6.CI.4 Make purposeful use of headings, subheadings, visual elements (e.g., illustrations, charts, maps, different fonts or font sizes, color), and aural elements (e.g., music and/or sound), in order to enhance meaning and for an intended audience.
- 6.CI.5 Compose clear, explicit multi-media messages of varying length using straightforward visual, audio, and/or graphic effects and interactive media features.
- 6.CP.1 Write multiple-paragraph, persuasive compositions/media presentations in a variety of forms (e.g., letters, advertisements, essays, editorials) and of varying length that clearly present the writer's position or point of view on an issue and, as appropriate, action(s) to take, and including reasons and language to appeal to the intended audience.
- 6.CP.2 Write multiple-paragraph, persuasive compositions/media presentations in a variety of forms and of varying length that clearly present the writer's position or point of view on an issue and articulate both sides of a controversial position or claim, support the point of view with facts from research, and supply a conclusion that clearly reinforces the stated position.
- 6.CP.3 Use appropriate images, text, graphics, music, and/or sound to support and enhance meaning and to achieve the purpose of the task for the intended audience.
- 6.CE.1 Add or revise images and details as needed for enhanced expressiveness and meaning, in order to further the writer's purpose for the intended audience, through collaboration and/or alone.
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March/April/May	Word Study	Spelling and Conventions	6.RF.1 Use a broad range of word analysis skills including decoding, syllabication, and morphology to read increasingly complex and unfamiliar multisyllabic words in literary and expository academic texts. 6.RF.2 Read and spell correctly Greek and Latin plurals (e.g., <i>curriculum/curricula</i>). 6.RF.3 Correctly spell frequently misspelled words (e.g., <i>license, recommendation, exaggerate</i>).
March	Readers'/Writers' Workshop	MCAS as a Genre	Teacher discretion
March	Read Aloud	Whole-class Novel	Instructional level for some students
April	Readers'/Writers' Workshop	Genre Study: Myths and Classical Literature	<p>6.V.1 Define new words in literary texts that are related to known synonyms, themes, concepts, and story structure.</p> <p>6.RF.4 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p> <p>6.RF.5 Adjust reading rate based on text complexity, familiarity, and the purpose of reading.</p> <p>6.RF.6 Read silently and independently unfamiliar, grade-appropriate literary and expository passages with comprehension.</p> <p>6.RL.1 Pose and answer questions in order to show accurate literal understanding of ideas, characters, settings, events and organizational elements in literary works.</p> <p>6.RL.2 Identify the central conflict of a story, play, narrative poem, or film and summarize sequentially the events and characters' actions that lead to a resolution.</p> <p>6.RL.3 Pose and answer questions in order to make valid inferences about ideas, characters, settings, themes, and events in literary works.</p> <p>6.RL.4 Interpret the meaning and style of a poem, story, play, or film by analyzing specific elements:</p> <ul style="list-style-type: none"> • literary devices (e.g., symbolism, foreshadowing, metaphor, hyperbole, figurative language, varied sentence structure, line length, punctuation, rhythm, and sound, conventions of a genre); • production elements (e.g., camera shots and angles, cuts, close-ups, dialogue, voice-over narration, sound effects). <p>6.RL.5 Identify and analyze patterns and themes in ancient and classical mythologies (e.g., ideas of the afterlife, fate, roles of deities, types and purposes of myths).</p> <p>6.RL.6 Apply knowledge that theme refers to the main idea or meaning, stated or unstated, of a literary work to a comparative analysis of two novels, plays, short stories, or films.</p> <p>6.RL.7 Research informational source materials about authors, illustrators, or film directors (e.g., interviews, speeches, biographies, or autobiographies, or documentaries) in order to draw supported conclusions about their purpose for exploring particular ideas or making creative choices.</p> <p>6.RL.8 Select two or more literary works with similar themes (stated or unstated) and analyze how the theme develops in each work, providing details about the effectiveness of author's use of imagery, metaphor, or symbolism to convey meaning.</p> <p>6.CL.1 Write well-planned stories and scripts containing details of the basic elements of fiction (e.g., characters, narrator, dialogue, setting, plot with a clear resolution), and which serve one's audience and purpose of the task.</p> <p>6.CL.3 Compose multi-media literary presentations using straightforward text, visual, audio, graphic, and/or interactive media effects. For example, students review characteristics and elements of tall tales and collaborate to create an original tall tale set in contemporary times.</p> <p>6.CL.4 Use important images, text, graphics, music, and/or sound to support and enhance and/or express voice, tone, and meaning of stories and poems, and which serve one's audience and purpose of the task.</p> <p>6.CE.1 Add or revise images and details as needed for enhanced expressiveness and meaning, in order to further the writer's purpose for the intended audience, through collaboration and/or alone.</p> <p>6.CE.2 Revise diction as needed using a dictionary, thesaurus, or other resource, in order to clarify meaning, enrich tone and emerging voice (i.e., sound of writing), in order to further the writer's purpose for the intended audience, through collaboration and/or alone.</p> <p>6.CE.3 Combine closely related ideas from different sentences into single sentences, varying sentence structure as needed to improve flow, through collaboration and/or alone.</p> <p>6.CE.4 Assess sentence cohesion and revise transition words/phrases as needed in order to link sentences for greater meaning and flow, through collaboration and/or alone.</p>

- 6.CE.5 Assess overall coherence and revise sentences and paragraphs for consistency of organization and idea development (e.g., chronological, climatic or order of importance, topical or emerging from the specific topic), through collaboration and/or alone.
- 6.CE.6 Revise images and words in media presentations to integrate two elements smoothly and coherently.
- 6.CE.7 Apply knowledge of English conventions to ensure legibility in hand-written pieces, consistent use of sentence structure (elimination of run-ons and ineffective fragments), and accurate use of grammar rules (parts of speech, parts of a sentence, and word order) and mechanics (use of apostrophes, quotation marks, commas, colons, paragraph indentation; and correct spelling, capitalization, punctuation) through collaboration and/or alone.

April	Read Aloud	Whole-class Novel	Instructional level for some students
May	Reader's/Writers' Workshop	Author Study	Will vary based on teacher selection
May	Read Aloud	Whole-class Novel	Instructional level for some students
June	Reader's/Writers' Workshop	Teacher's Choice	

Important Note: Standards may appear in multiple units of study.