TEACHER GUIDANCE

For teaching the Georgia Standards of Excellence (GSE)

GaDOE

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
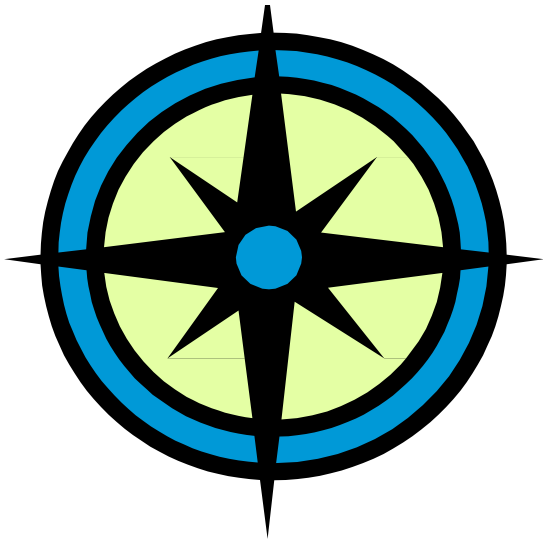*"Educating Georgia's Future"*
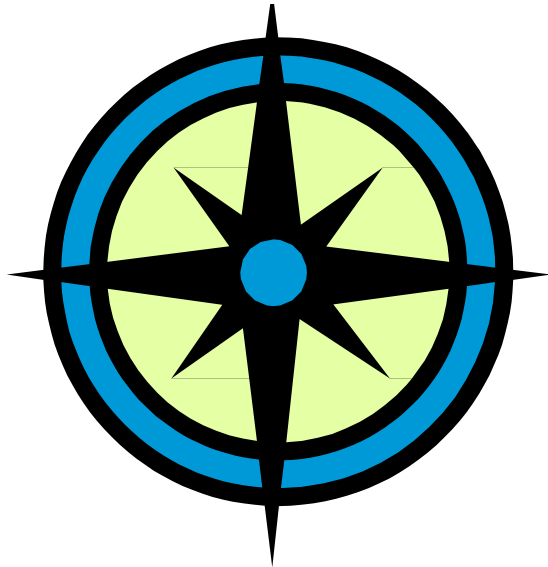
Grade Six

Introduction

The purpose of this document is to provide strategies and understanding for the Georgia Standards of Excellence (GSE).

About Grades Six through Eight

The grades six through eight standards define what students should understand and be able to do by the end of each grade. Instruction in grades 6-8 addresses students' increasing maturity and the growing sophistication of their abilities, culminating in the development by the end of grade eight of students who are ready to succeed in high school. Students should be able to comprehend more challenging books and articles, basing all of their analyses, inferences, and claims on explicit and relevant evidence from the texts. Students will expand on their ability to identify central ideas by identifying how those themes are shaped and conveyed by particular details. Their analysis of basic literary elements will extend to identifying connections and complexities within narratives and how individual elements weave together to advance plot and reveal character. The evaluation of the impact of language on tone and meaning will begin to include more sophisticated concepts such as analogy and allusion, subtleties in point of view such as dramatic irony, and a more sophisticated appreciation for connotative diction. These skills will be incorporated into the students' own narrative and expository writing. Students will become increasingly adept at understanding an author's biases, the use of complex rhetorical devices including logical fallacies, and tailoring their own prose for maximum influence. While continuing with a variety of literary non-fiction, students in grades 6-8 will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions.

GSE TEACHER GUIDANCE:

Skills, concepts, strategies, tasks, and suggested key terms

	Sixth Grade GSE
	Reading Literary (RL)
	ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Skills/Concepts for Students:
- Practice careful and attentive reading of both assigned and independent text choices
- Use close reading strategies that encompass summarizing, paraphrasing, and annotating
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects, which are not limited to non-fiction and narratives
- Distinguish important facts and details from extraneous information
- Distinguish facts that support a specific claim from facts that are irrelevant
- Determine logical note-taking to ensure analysis support
- Distinguish what the text infers compared to what is explicitly written
- Distinguish facts that support explicit evidence, or determine facts that support inferred evidence from the text
- Practice reading texts within the prescribed time limit for grade-level expectations

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide explicit instruction and differentiate as necessary for citing text evidence that supports analysis of what the text says
- Model frequent comprehension and provide recall checks throughout text (stop and question what was just read; paraphrase or summarize)
- Provide foundational instruction on the literary and rhetorical terms students will need as they move into more sophisticated forms of analysis
- Require students to take effective notes, both within the classroom and when reading on their own, and allow them to use these notes in assessments on occasion in order to support their engagement in the process
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance Help students differentiate between relevant evidence and irrelevant information
- Examine genre characteristics

Sample Performance-based/Standards-based Task(s):
Have students distinguish between textual evidence which is explicit and evidence which is inferred. Things which are explicit are written within the text. If something is inferred, it is often an educated guess based on the text analysis. Ask students to define what they think the term "reading between the lines" means. Next, begin discussing the possible definitions of an umbrella. What can umbrellas be used for? Answers may include: staying out of the rain, to keep you dry, etc. "Umbrella" can also be defined as "containing many parts." Inferences are rarely cut and dry; they need to be supported by sufficient background knowledge and textual clues. An inference is an educated conclusion based on clues or evidence from a text. For example: "One dark night, John walked through a cemetery. It began to drizzle, and the leaves frolicked across the pavement. Suddenly, John glanced down at the ground and saw a finger protruding from the grass. Next, a hand broke through the grass. The sky was the color of dark gravel, and John knew it was time to leave in a hurry." Make an inference about what color was represented. Can you predict what happens next? When students are discussing what the text says explicitly and using evidence to support their answers, they may choose to start their sentences with sentence starters. (e.g., In the text it says; An example is; On page _____, it says; The author wrote; I can prove this because; According to the text; The graphic showed; Based on what I read)

Suggested Key Terms:

Imagery	Genre	Sensory Detail	Characterization	Explicit
Characterization	Setting	Plot	Inferred	Evidence

	Sixth Grade GSE
N	**Reading Literary (RL)**
	ELAGSE6RL2: Determine a theme and/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.

Skills/Concepts for Students:
- Understand the difference between theme and central idea
- Make predictions about developing themes within class notes, citing evidence that influences an evolving opinion
- Identify and explain how details influence theme and/or central idea
- Set a purpose for reading
- Consider literary elements such as narrative voice, organization, and word choice as well as explicit facts when determining the theme of a story (for example, first person narration might be a clue that the theme will be about identity or self-discovery)
- Practice summarizing a text using facts only, without expressing an opinion about the text (this is harder than you might think!)
- Understand that a "theme" is an author's universal statement on a topic (message, moral, lesson)

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Teach or model how authors hide details – authors can hide clues in many places! (e.g., Does it rain often in this story? Why? Does the protagonist continually lose things? Why?)
- To facilitate a discussion of theme, ask students to identify what kind of person the protagonist was at the story's beginning, how he or she was significantly different at the end, and what crisis in the narrative precipitated the change
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim
- Compare and contrast themes from different places, times, and genres (for example: What themes do students consistently identify in stories with younger protagonists as opposed to older protagonists? How are stories from the American West or Victorian England consistently similar?)
- Allow students to examine individual elements as they contribute to the theme (for example, characterization) as well as how the theme is developed as a whole
- Require students to summarize without bias, frequently; note when opinion begins to creep into the summary and use student models to discuss

Sample Performance-based/Standards-based Task(s):
Theme provides a unifying point for all of the story's elements. Sometimes the theme requires careful examination. The theme is not always cut and dry. At the beginning of the year, show your class a picture of a message in a bottle. Was it written days ago? Months ago? Years ago? Use this as a foundation when teaching theme. The theme of the story is much like a message in a bottle. Once the bottle is broken, the message can be read. When reading the text, describe how this relates to the message in the bottle. Reading and dissecting the text will be much like breaking the bottle. As students dig down into the text, they will be able to pull out the key elements that piece together the puzzle of theme. What does the author want you to learn? How does the author want you to feel? Does the author want to teach you about self discovery? Accepting others? Finding the joy in little things? Believing in yourself? Clues from the text can help you break the message in the bottle to discover the universal message(s) being conveyed.

Suggested Key Terms:

Characterization	Plot Structure	Tone	Mood	Setting
Diction	Organizational Structure	Rising Action	Climax	Falling Action
Resolution	Biased/Unbiased	Objective	Subjective	Crisis
Protagonist	Theme	Universal		
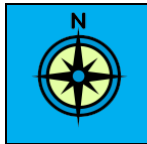
	Sixth Grade GSE
	Reading Literary (RL)
	ELAGSE6RL3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

Skills/Concepts for Students:
- Identify and understand the elements of plot: exposition, rising action, climax, falling action, resolution
- Examine plot structure, highlighting the way in which conflict drives the action and influences characters in a story as well as how certain events and developments lead to others
- Identify and understand the elements of characterization (a character's thoughts, words, actions, appearance, experiences, etc.)
- Determine which characters are the most important and most fully "realized" (written to seem like real people and not just place holders)
- Understand the concept of narrative voice (first, second, or third person/omniscience, subjectivity, etc.)
- Determine all of the author's decisions within the story: what thoughts, feelings, or emotions is the author trying to make the reader feel?

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above) specifically including plot, character, setting, and language
- Provide texts illustrating a number of narrative structures (a variety of plot strategies such as frame narrative, flashback, foreshadowing) and voices
- Model how to think carefully about all of the choices the author makes
- Allow students to explore the ways in which we are "characterized" in life by our actions, appearances, stereotypes, habits, etc., comparing this to the ways in which characters are developed by authors
- Pay close attention to characters that change over time, drawing attention to those changes and relating them to theme (the nature of significant changes to the protagonist's feelings, circumstances, or beliefs through crisis usually will define the theme of a text)
- Provide graphic illustrations of the plot structure within texts under consideration in the classroom (e.g., comic strip)
- Point out the ways in which conflict drives plot action (if there are no problems or obstacles, you usually don't have much of a story!)

Sample Performance-based/Standards-based Task(s):
Challenge the students to identify a text wherein the protagonist does not undergo any significant emotional or situational change from the beginning of a novel to the end. Define the words "exposition," "rising action," "climax," "falling action," and "resolution." Provide guiding examples such as: is Harry Potter the same boy after he enters Hogwarts? Is Huck Finn the same boy after rafting down the river with Jim? How does Katniss change after she enters the games in *The Hunger Games*? Is Dorothy the same girl when she returns to Kansas as when she left it? How does the character of Auggie change after he enters school in *Wonder*? Give students a graphic organizer to detail plot and its analysis. Facilitate a discussion and allow students to discover the ways in which these characters changed and the events that forced or allowed them to change. Identify similarities and differences in the ways that famous characters reacted to change.

Suggested Key Terms:

Plot Structure	Characterization	Dialogue	Exposition	Rising Action
Climax	Falling Action	Resolution	Static Character	Dynamic Character
Antagonist	Protagonist	Dialogue	Conflict	Episode
First Person Narrative	Third Person Narrative	Omniscient	Setting	

	Sixth Grade GSE
	Reading Literary (RL)
	ELAGSE6RL4: 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.

Skills/Concepts for Students:
- Evaluate the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example "the brilliance twinkled, winking and sparkling in the velvet evening" feels quite different from "the mysterious flame glared and glowered in the night")
- Identify and know how authors use the major types of figurative language (for Sixth Grade: metaphor, simile, hyperbole, and personification)
- Review and understand the basics of poetic structure and language appropriate to Sixth Grade (ballad, free-verse, etc.)
- Describe the difference between negative and positive connotations of words
- Understand the difference between connotation and denotation

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on figurative and connotative language and sound devices
- Explore the concepts of denotation and connotation thoroughly, requiring students to identify connotations frequently (often students may seem to understand the concept of connotation, but cannot provide appropriate examples when asked)
- Discuss how figurative language can have a significant impact on an author's meaning and use of certain words
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, and rhyme scheme

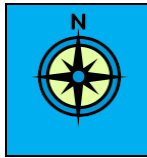**Sample Performance-based/Standards-based Task(s):**
Explain to your students that tone is the author's attitude when writing a book and mood is the overall feeling of how the book is going. Next, place students in pairs or differentiated groups and have them use connotatively rich and figurative language to change the meaning and tone of responses to a prompt. For example: "I love turkey, stuffing, and pumpkin pie." Now rewrite to show that you REALLY LOVE it: "I adore the delicious taste of a crisp turkey drumstick with my grandma's crumbly pecan stuffing and pie that tastes like a cinnamon cloud!" or to show that you don't actually like it: "I like turkey about as much as I like old socks for dinner and pumpkin pie reminds me of old Jell-O you get in the hospital when you've had your tonsils out!" Have the students explore more and more nuanced changes to their responses, and have other teams attempt to discern what their underlying meaning was (for example, "Turkey and stuffing is a great meal once a year" seems to indicate that more than once a year might be too much, while "A good turkey dinner is better than a snow day!" indicates a true love of the meal). Have students experiment with making their responses clear without explicitly stating their position. Help students to understand that denotation often refers to the dictionary definition of a word, as connotation can give those words certain meanings and feelings.

Suggested Key Terms:

Diction	Metaphor	Simile	Verse	Stanza	Hyperbole	Imagery	Analogy	Literal Rhythm Rhyme
Rhyme scheme	Personification	Alliteration	Onomatopoeia	Symbol	Figurative	Concrete	Lyric Poem*	Narrative Poem*

*Lyric poetry expresses feelings and emotions. Forms include the sonnet and the ode.
*Narrative poetry tells a story. Forms include the ballad and the epic

	Sixth Grade GSE
N (compass)	**Reading Literary (RL)**
	ELAGSE6RL5: 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.

Skills/Concepts for Students:
- Analyze the component parts of various kinds of texts and their impact on the overall text structure (scene, act, chapter, stanza, line, etc.)
- Acquire knowledge of poetic structures appropriate to Sixth Grade (including examples of both lyric and narrative poetry)
- Identify and evaluate common organizational structures (e.g., chronological/logical order, cause and effect relationships, comparison and contrast, order of importance, problem and solution)
- Understand voice, point of view, author's purpose, genre expectations, audience, length, and format requirements of various kinds of texts
- Read and write poetry in a variety of forms to better understand how a poem's structure contributes to its development
- Discuss text features and how they can contribute to text structure
- Discuss how tone and mood can affect the author's point of view
- Discuss point of view and how it can develop the theme, setting, and plot

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Guide students in deconstructing texts into their component parts, whether through "reverse" graphic organizers or by identifying the steps in a process of events leading up to a crisis in a story
- Provide explicit instruction on how to analyze the ways in which component parts contribute to the development of the scene, setting, and plot
- Organize and/or categorize component parts in order to see how the parts contribute to the development of scene, setting, and plot

Sample Performance-based/Standards-based Task(s):
To facilitate student understanding of the development of a plot and the component parts of a text, have students purposefully examine the broad outlines of a story through a graphic representation. Create an anchor chart that discusses each text feature and the difference between chapters, scenes, and stanzas. In pairs, have students individually write chapter summaries from a book they have read that their partner has not read. Place the chapter summaries on note cards and remove one or two key chapters. Partners will attempt to piece together the narratives by placing the cards in order. Students should notice and discuss how difficult or easy they find this task to be and explain why. What events or clues within a given chapter help the student to guess which event comes next? Are there chronological clues, such as seasons or birthdays? Is there physical or emotional growth? Are there changes in location or attitude? Students should try the exercise once with one or two cards missing and again with all the cards there in order to notice how certain events are significant to understanding the development of the plot. At the end of the exercise, students should write a brief analysis of the ways in which the plot was structured and the methods the author used to develop the story.

Suggested Key Terms:

Act	Scene	Chapter	Stanza	Climax/Crisis
Rhyme Scheme	Internal Rhyme	End Rhyme	Rhythm	Shift
Arc	Theme	Setting	Plot	Characterization
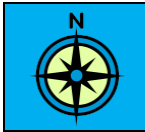
	Sixth Grade GSE
N (compass image)	**Reading Literary (RL)**
	ELAGSE6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

Skills/Concepts for Students:
- Distinguish author, protagonist, and/or narrator
- Acquire or review foundational knowledge of characterization and character traits
- Acquire or review knowledge of narrative voice and structure (first person, third person, omniscience, etc.), and be able to distinguish what is meant by "point of view" as it relates to narrative voice and as it relates to an opinion or bias
- Understand that conflict is a driver of plot action; characters (along with events, settings, and other elements) experience conflicts that propel a story (for example: characters love or hate one another, experience an obstacle or hindrance, are torn apart by circumstance, etc.)

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Provide example texts that have different narrative styles (first person, third person, omniscient, limited omniscient, overt narrator, etc.); trace the development of plot and character using visual timelines with evidence cited
- Have students attempt to identify the point of view of various well-known characters and examine the evidence that leads them to believe that a given point of view can be assigned to a character (for example: How would students judge Brian's point of view about his parents in *Hatchet*? What words, actions, or thoughts belie this point of view?)
- Trace the development of plot and character using visual timelines with text evidence

Sample Performance-based/Standards-based Task(s):
In order to illustrate how one's actions, thoughts, and words make one's point of view clear to others, have students read a variety of articles that you know to have a bias. Visual texts (film clips or televised interviews) should be included. After reading or viewing a text, have students attempt to identify the point of view of the speaker (try to include texts with subtle biases as well as some with overt biases). Students will create a chart that lists each point within the text that gave the reader or viewer a clue as to the author's bias. Students will write a brief analysis explaining the cumulative effect of the various details that made the speaker's point of view obvious.

Suggested Key Terms:

Author	Narrator	Bias	Perspective	Point of View	Protagonist	Antagonist	Major Character	Minor Character
Static	Dynamic	Flat Character	Round Character	Plot	Conflict	Foil	Perspective	

	Sixth Grade GSE
N (compass icon)	**Reading Literary**
	ELAGSE6RL7: 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.

Skills/Concepts for Students:
- Perceive the similarities and differences between an original text and audio, visual, or live versions of the text
- Articulate how the similarities and differences impact the overall meaning of the text
- Analyze and identify the basic characteristics of the differences between multiple literary mediums (films, stories, plays, dramas, etc.)
- Discuss how lighting and sound techniques influence perception

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- Provide opportunities to view a film or staged production of a book they have read and compare and contrast the experiences
- Engage students in a discussion about the artistic merit of changes made within various versions of a text; what are some of the assumptions inherent in the changes? (for example: if a subplot or character or scene has been left out of a stage or film version of a story)
- Provide a text of a movie script for visual and point-by-point comparison between texts (if possible)
- Provide explicit instruction on how to identify lighting and sound techniques
- Compare and contrast exercises wherein students write about what they have seen, or see what they have just read, or listen to a poem after reading it silently; putting these experiences in close proximity to one another to allow students to see the variations in their aesthetic experience in sharp contrast

Sample Performance-based/Standards-based Task(s):
Engage students in the creation of a video version of a text recently read by the class (iMovie is a convenient tool for this purpose, and the digital format is easy to edit and share on various platforms). The first step in the process will be the most instructive one, when students must create a storyboard which will dictate which key parts of the text they can realistically hope to depict with the limited time and resources at hand (many simple programs for creating storyboards can be found online). The completed storyboard must be accompanied by a brief explanation of the elements of the story that were changed or excised and a rationale for each major change or omission. The activity will be instructive even if only completed to this point. If the students can go on to finish the film, have the entire class engage in a collaborative discussion about the changes ultimately needed to translate the text to another medium.

Suggested Key Terms:

Script	Abridge	Audio	Video	Aural
Visual	Dialogue	Pace	Multimedia	

N (compass)	**Sixth Grade GSE**
	Reading Literary (RL)
	ELAGSE6RL8: (Not applicable to literature) **ELAGSE6RL9: 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.**

Skills/Concepts for Students:
- Describe how historical and literary eras effect development of similar themes and topics
- Analyze the historical and literary contexts of various stories from different genres
- Compare and contrast subtle references to other texts within texts, or symbols or storylines that seem to represent cultural or historic events
- Generalize concepts of setting, plot, characterization, and other narrative elements and relate these elements to their real-world counterparts
- Choose texts from a variety of authors, geographical and cultural contexts, genres, and literary periods

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Expose students to literary works, especially historical fiction, that use realistic historical context as a setting
- Place a world map and world timeline on the walls of the classroom for reference
- Compare and contrast works from various authors in the same time period, or works from the same genre (such as science fiction) over several decades in order to focus on enduring genre characteristics or to illustrate how historical context sometimes surfaces in fiction, especially as allegory
- Engage students in writing individual accounts of a common event and discuss the differences in those accounts
- Use timelines and other forms of logical reasoning to help students comprehend other time periods
- Use references such as Google Earth to pinpoint locations around the world in relation to different genres and historical periods
- Engage students in writing individual accounts of a common event, and discuss the similarities and differences

Sample Performance-based/Standards-based Task(s):
After reading a historical fiction text together as a class, assign students either to read another historical fiction selection by the same author or to read a science fiction text on a different topic by another author. For example, students might read *Number the Stars* by Lois Lowry in class, then read *The Boy in the Striped Pajamas* by John Boyne on their own. As one of their major literary essays for a unit, students will compare and contrast the works using specific evidence from the text to examine ways in which genre characteristics are consistent between two authors, how an author's style is similar or different between texts, etc.

Suggested Key Terms:

Genre	Context	Primary Source	Secondary Source	Allegory
Compare/Contrast	Literary Period	Era	Theme	

	Sixth Grade GSE
N (compass image)	**Reading Literary (RL)**
	ELAGSE6RL10: 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.

Skills/Concepts for Students:
- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation and close reading strategies
- Read within appropriate time frame for extended text
- Choose works from multiple genres, cultures, and literary periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced
- Use self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)

**Instructional Strategies for Teachers:**
- Choose texts of appropriate complexity
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Performance-based/Standards-based Task(s):
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list may include poems, films, and works of art as well). Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts. An extension of this activity can include students creating "book cards" that give plot, setting, characters, author, publication details, personal review, and summary of a text. These cards may be reproduced to provide each student with an extensive set of cards that include summaries of all books read by all classmates. Ideally, by the end of the year, each student has a reference library of notes on a number of books, useful for building overall literary expertise and breadth of knowledge of authors and titles, and from which to draw recommendations for continued independent reading.

Suggested Key Terms:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Plot	Setting	Character	Analysis
Annotation	Evidence	Inference	Summary	Prosody
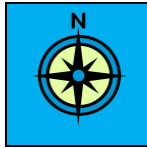
| **Sixth Grade GSE** |
| **Reading Informational (RI)** |
| **ELAGSE6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

Skills/Concepts for Students:
- Practice close reading of both assigned texts and independent text choices
- Read a wide variety of non-fiction texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
- Move towards consistently responding to text in an analytical way by using methods such as close reading
- Move towards consistently analyzing arguments from opinion (analysis is the positing of a thesis about a text based solely on an unbiased evaluation of the rhetorical elements, e.g., appeals to logic, emotion, or authority, parallelism, logical fallacies, diction)
- Produce evidence from the text for all claims and inferences, both in academic work and collaborative discussion
- Discuss in detail the differences between explicit and inferred
- Distinguish between evidence that strongly supports a claim or position, and details that may be irrelevant or extraneous
- Discuss how to develop a claim, argument, and counterclaim
- Annotate texts as you read

Instructional Strategies for Teachers:
- Require textual evidence for all claims, counterclaims, and inferences, even in informal class discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis
- Require annotation of texts both formally and informally (students can use sticky notes, graphic organizers, and various other forms of note taking)
- Purposefully provide informational texts that challenge readers in various ways but also incorporate cross curriculum learning

Sample Performance-based/Standards-based Task(s):
Have students examine several types of informational texts in order to identify two kinds of information from each: what is said explicitly, and what is inferred. Students should create a "T" chart with one side for explicit information and one side for inferences. In most cases, these two columns will match up, since inferences must be based on things that are said explicitly in the text. For example, a rental agreement for an apartment house may say explicitly "no pets over 35 pounds." What is inferred by this? Possible answers: that pets over 35 pounds are messier; they cause more damage to property such as chewing, clawing, and shedding; etc. A scientific article may say explicitly that only Thomas Edison did not create the modern day light bulb. The inference from this fact might be that Thomas Edison did not create the modern day light bulb because he died long before today's day and age. This activity will help students become acquainted with various informational texts, learn to discern explicit from inferred information, and learn to locate the best evidence for a claim. An extension of this activity could include having students work in groups to examine the other team's list of explicit and implicit information and compare. Make it fun and interesting by challenging groups to have the best supporting details for their claims. Ensure equality by differentiating groups equally.

Suggested Key Terms:

Informative/Expository	Fact	Non-Fiction	Strategy	Rhetoric
Annotation	Analysis	Summary	Explicit	Implicit
Annotation	Journal	Primary Source	Secondary Source	Journalism

	Sixth Grade GSE
	Reading Informational (RI)
	ELAGSE6RI2: 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.

Skills/Concepts for Students:
- Understand a central idea
- Practice constructing objective summaries that are completely free from editorial bias
- Avoid using the word "I" when writing responses to informational texts
- Keep annotations that can later be used to support an analysis of each piece of supporting evidence provided by the author for his or her claims

Instructional Strategies for Teachers:
- Examine various organizational structures of academic and technical reading to identify the central idea (for example: in a scientific article, the main idea will be identified and described in the beginning of the article)
- Provide students with direction in understanding that there are different reading strategies for different types of informational texts
- Have students construct annotations of informational texts in a logical way
- Purposefully choose a variety of informational texts that introduce and develop their central ideas in different ways

Sample Performance-based/Standards-based Task(s):
It is important that students can delineate between "central idea" and "theme" within an informational reading passage. Summaries of the text should be factual and should neglect the use of any personal opinion; practice taking the word "I" out of student responses entirely. Often, students will begin sentences with "I think," and this traps them into placing their personal opinions and judgments within their response. Make learning fun. Informational text should give facts and supporting details, but they do not have to be boring newspaper articles. Find student interests, and identify informational reading with them. Give student interest surveys at the beginning of the year, and use that data to find interesting informational text articles for your students. Use resources such as, but not limited to, www.newsela.com to find current events at varied Lexile complexities. Find articles relevant to students and social media. These types of articles can teach the foundation skills needed to determine central ideas without distinct personal opinions or judgments because the students have substantial background knowledge.

Suggested Key Terms:

Summary	Paraphrase	Bias	Editorial	Subjective
Objective	Central idea	Abstract	Introduction	Supporting
Extraneous	Objective	Subjective	Fact	Opinion

Skills/Concepts for Students:
- Read closely to determine how authors develop key individual, event, or idea in a text
- Explain how individuals within an informational text are identified and what traits they possesses
- Analyze the significance of a key individual, event, or idea in a text

Instructional Strategies for Teachers:
- Have students use multiple communication strategies for an informational process (for example: anecdote, analogy, categorization)
- Use graphic organizers to illustrate details about key individuals, events, or ideas
- Require students to create outlines tracing the development of ideas or arguments in informational texts
- Have students identify with a key individual to provide relevant connections

Sample Performance-based/Standards-based Task(s):
Each of the three areas of focus in this standard (introduction, illustration, and elaboration of ideas) are deserving of focused instruction. To study how ideas are introduced in various types of informational text, supply students with a number of magazines or internet articles from different disciplines and with differing audience focuses (for example: peer-reviewed journals, mechanics or sports magazines, gamer magazines, fitness magazines, etc.) Have students (individually or in differentiated groups) examine the first one or two paragraphs in each article in order to explore and understand the strategies used to introduce central ideas. After discussing the rationale for using certain kinds of organization and strategies for various kinds of texts, have students write a brief analysis on one chosen article, exploring strategies used by the author and plausible, text-supported reasons for the use of that strategy.

Suggested Key Terms:

Anecdote	Analogy	Attention Grabber	Abstract	Body
Conclusion	Introduction	Topic/Topic Sentence	Organizational Strategy	Thesis

	Sixth Grade GSE
	Reading Informational (RI)
	ELAGSE6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Skills/Concepts for Students:
- Study the effect of sound, form, and non-literal language (such as idioms and figures of speech) to aid in comprehension of complex informational text
- Evaluate how an author's use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts (such as contracts or applications)
- Determine pronunciations, meanings, alternate word choices, parts of speech, and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

**Instructional Strategies for Teachers:**
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary (such as context, roots and suffixes, and reference materials)
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations (such as legal, scientific, or computer terminology)
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable

Sample Performance-based/Standards-based Task(s):
Figurative and connotative meanings are explored in both literary and informational texts, but the opportunity to study technical terms and meanings is usually exclusively explored in informational text. Because technical and domain-specific jargon has traditionally been encountered less often in the ELA classroom, students may have fewer strategies to use in decoding this vocabulary. While many technical terms are unlikely to be encountered and may not require sustained study ("myocardial infarction" may not come up outside of a specific science report), today's world does require students to have consistent knowledge of many technical terms, including legal and computer terms to name only two domains. Choose a domain (such as computer terminology) and provide students with several informational documents to study (manuals, installation guides, retail specs, etc.). Have students compile a list of the ten most-often-occurring unknown terms in each document. At the end of that activity, have students compare documents to cull yet another list of the most-often-occurring computer terms across all of the documents. After a list of need-to-know words has been constructed, work with students to identify strategies for making meaning of these words without resorting to dictionaries (which may or may not be very helpful). Look at things like prefixes and suffixes, root words, languages of origin, abbreviations, and context. After a thorough study and discussion, have students (in teams or pairs) write a helpful "how to understand computer terminology" guide with a glossary of terms in the back to share with students in other classes or grades.

Suggested Key Terms:

Domain-Specific	Figurative	Connotation/Connotative	Denotation	Concrete
Literal	Idiom	Nuance	Metaphor	Allusion
Simile	Hyperbole	Root	Suffix	Affix
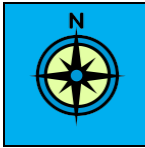
N	Sixth Grade GSE
	Reading Informational (RI)
	ELAGSE6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Skills/Concepts for Students:
- Analyze and evaluate common textual features (e.g., paragraphs, topic sentences, introduction, conclusion, bibliography)
- Analyze and evaluate common organizational structures (e.g., logical order, cause and effect relationships, comparison and contrast, order of importance)
- Recognize the effective placement of topic sentences or thesis statements in informational documents
- Note the differences in structure for paragraphs that present evidence, provide a quote, share an anecdote, or include other types of support
- Recognize how specific sentences, paragraphs, chapters, and sections develop ideas

Instructional Strategies for Teachers:
- Provide students with opportunities to "reverse engineer" technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Identify particularly well-constructed paragraphs, specifically those that effectively support a claim, examine a counter-claim, or address some other very specific informational purpose
- Share and explicitly teach effective examples of the integration of quotes within texts, the placement of anecdotal evidence, the listing of explicit supporting facts, etc.
- Share effective student writing samples with annotations pointing out effective structure and support
- Provide opportunities for students to relocate sentences, paragraphs, and sections to show how placement contributes to the development of ideas

Sample Performance-based/Standards-based Task(s):
Provide students with a variety of informational documents, including recipes, assembly instructions, gamer walk-throughs, personal essays, etc. Provide students with prepared graphic organizers depicting a variety of organizational structures (cause and effect, compare and contrast, logical order, order of importance, chronological order, etc.). Have students carefully examine several documents and match each document to the type of graphic organizer that most closely represents the organization of the piece. Guide a collaborative discussion among the students at this point in the process, allowing them to compare their results and make adjustments. Have students choose two of the documents and use the appropriate graphic organizer to "fill in the blanks" to show the infrastructure of the document and illustrate how the document fits this organizational structure. Complete the activity by requiring students to write a brief response about the appropriateness of this structure for the document. Would they have used this structure or recommended another one? Why?

Suggested Key Terms:

Topic sentence	Evidence	Support	Transition	Phrase
Clause	Introduction	Conclusion	Body Paragraph	Subordinate Clause
Independent Clause	Modifier	Fluency	Quote	Anecdote
Logical Order	Chronological Order	Compare/Contrast	Cause/Effect	Order of Importance

	Sixth Grade GSE
	Reading Informational (RI)
	ELAGSE6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Skills/Concepts for Students:

- Recognize and trace the development of an author's argument, point of view, or perspective in text
- Be alert for author bias both when it is overt and when it subtle; subtle bias is often expressed through diction ("she left the party" compared to "she fled the party")
- Notice whether or not an author addresses counter-claims (the opinions of those who might disagree with him or her) in an argument
- Practice summarizing works without editorial bias and be alert for unintended bias in self-produced work

Instructional Strategies for Teachers:

- Explore foundational background knowledge about topics in local, national, and world events to provide students with an understanding of some of the major debates and issues in current news
- Use advertisements, both print and televised, to identify and deconstruct author's point of view, bias, and treatment of counterclaims, if any
- Use political essays and Op/Ed pieces from the local newspaper to examine author's point of view and purpose in an argument; use competing points of view on similar subjects to allow students to identify and examine how the author reveals or successfully hides his or her stance on an issue
- Have the students engage in formal and informal debate about two or more articles from the author's point of view
- Engage students in finding a bias or point of view when it is not explicitly stated but only inferred

Sample Performance-based/Standards-based Task(s):

Make sure students understand the definition of author's purpose and point of view. These two concepts are separate things and should be approached that way. Using the PIE method can help students understand the author's purpose when writing. The author's purpose is usually to persuade, inform, or entertain. An easy example of this would be to use a political cartoon to identify PIE method.

Suggested Key Terms:

Bias	Audience	Purpose	Point of View	Speaker
Occasion	Counter-claim	Summary		

	Sixth Grade GSE
N (compass image)	**Reading Informational (RI)**
	ELAGSE6RI7: 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.

Skills/Concepts for Students:
- Use means of technology on a daily basis allowing students to participate in these activities
- Acquire basic knowledge of elements of various media such as, but not limited to: Google Drive, PowerPoint, Prezi, Photoshow, Slideshark
- Understand and develop an idea of a digital footprint using different media or formats
- Evaluate the ways in which elements of text translate to other media (for example: the tone of voice a speaker uses to read various news stories)
- Gather information from multiple media sources to show meaning about a topic or issue

Instructional Strategies for Teachers:
- Provide frequent opportunities for students to consume texts in various formats
- Require students to gather information from more than one type of source/media in research or analysis projects and use them as references
- Encourage students to think about the impact of various mediums on the messages they receive (for example: how print advertisements differ from television advertisements for the same product)
- Have students assess the best way to convey a message using media in today's world
- Instruct students on how to create a digital footprint and analyze the message conveyed about their values from their digital footprint; a digital footprint is a compilation of a person's digital life (e.g., Twitter, Instagram, Facebook, TeacherTube, etc.)

Sample Performance-based/Standards-based Task(s):
Have students analyze the digital footprint (e.g., Twitter, Instagram, Facebook, etc.) of a celebrity. In groups, allow students to chart words, phrases, or sentences that describe or inform society about the celebrity as a digital citizen. Facilitate whole-group discussion about what the digital footprint shows that they value. Be sure to have students use evidence to support their answers. Next, allow students to analyze their individual digital platforms to create a representation of who they are as digital citizens. After creating their individual digital footprint representations (poster, Pinterest, digital portfolio, etc.), allow students to exchange their products. Using a chained conversation (a seamless whole-group discussion that connects students' words together – either oral or charted) to create a whole-class display or Wordle. This will give a depiction of what the class values based on all of their digital footprints. Lastly, have students summarize what one can learn or understand about the whole group.

Suggested Key Terms:

Media/Medium	Digital	Film	Print	Journalism
Multimodal/multimedia	Quantitative	Qualitative	PowerPoint	Prezi
Wiki	Blog	Broadcast		

	Sixth Grade GSE
N (compass)	**Reading Informational (RI)**
	ELAGSE6RI8: 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.

Skills/Concepts for Students:
- Apply knowledge of common organizational structures for arguments (e.g., cause and effect)
- Acquire or review knowledge of the persuasive techniques commonly used in argument (bandwagon, appeal to authority, etc. – see vocabulary below)
- Differentiate between inductive and deductive reasoning
- Provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others

Instructional Strategies for Teachers:
- Provide debate-type assignments in the classroom to help connect prior knowledge of distinguishing claims
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts (such as commercials or debates) to distinguish whether claims are supported or not
- Require students to explore and understand the basic and most-frequently-used types of persuasive techniques, identifying them in debates, ads, and other texts as well as practicing constructing those techniques
- Require students to produce valid evidence for claims in all texts and discussions, both formal and informal

Sample Performance-based/Standards-based Task(s):
Conduct a close reading of Patrick Henry's famous call to revolution in the speech now known as "Give Me Liberty or Give Me Death" (or another equally rigorous and persuasive speech on a topic of interest). Allow students to grapple with this difficult text, annotating and paraphrasing until an adequate level of comprehension is achieved. In teams, have students identify all of Henry's major and minor premises. Beneath each premise, students should list all evidence offered in support of the claim (premise), if any. Students might also be asked to identify the type of persuasion (appeal to emotion, appeal to authority, appeal to logic, etc.) used with each premise. An extension to this activity could include examining a modern political speech, comparing the quality and quantity of evidence offered in support of each claim to facilitate a discussion of the ways in which our demand for hard evidence has lessened over time and with the introduction of mass media. Have students write a short response after this activity evaluating the strength of Henry's argument based on text evidence.

Suggested Key Terms:

Claim	Reasoning	Evidence	Support	Valid
Logic	Bandwagon	Pathos	Logos	Ethos
Testimonial	Plain Folks	Induction	Deduction	Hasty Generalization

	Sixth Grade GSE
	Reading Informational (RI)
	ELAGSE6RI9: 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).

Skills/Concepts for Students:
- Purposefully seek out contrasting view points on a subject before drawing conclusions; always check facts
- Read a wide variety of texts across genres, historical periods, styles, and points of view, in order to compare and contrast events
- Apply knowledge of logical fallacies and rhetorical strategies when comparing texts on the same topic

Instructional Strategies for Teachers:
- Provide texts supporting varying points of view on any given subject under consideration in the classroom
- Provide opportunities for students to adopt a position that is not their own position in a debate and argue it effectively
- Share newspapers and magazine articles within the classroom regularly to foster discussions on current events and national and international affairs, bringing students' knowledge of bias to bear in examining these documents
- Examine historical documents that provide conflicting information on the same topic or event to gain historical perspective on the concept
- Encourage students to look up background information on an author or contextual information about the history of culture from which a text emerged

Sample Performance-based/Standards-based Task(s):
Choose a topic under consideration in the 6th grade social studies curriculum (for example: capitalist versus socialist or communist economic models). Have students conduct an analysis of comparable excerpts from various texts, including primary and secondary source documents, which express differing points of view. Try to include a broad variety of view points, including gender, social class, country of origin, etc. Advise students to compare historical and modern texts for perspective, as well. Students should write a response that includes not only the facts as seen through different eyes, but also the reasons why the student believes those facts were perceived differently by different parties or purposefully misconstrued.

Suggested Key Terms:

Compare/contrast	Spin	Bias	Venn Diagram	Interpretation
Conflict	Point of view	Validity	Rhetoric	

	Sixth Grade GSE
	Reading Informational (RI)
	ELAGSE6RI10: 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.

Skills/Concepts for Students:
- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Use annotation, note-taking
- Choose works from multiple genres, cultures, and historical periods
- Consider keeping a notebook of texts read with notes, annotations, and any relevant student work produced

Instructional Strategies for Teachers:
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Performance-based/Standards-based Task(s):
Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this list should include varieties of engaging informational texts to encourage the student to make choices from informational as well as literary genres). Encourage students to brainstorm about types of informational text they might enjoy, such as *Motor Sports* magazine, various high-interest documentary films, relevant memoirs, etc. Students can keep a notebook that includes notes and personal commentary on each text read over the course of the year, including any relevant analyses or other work produced in relation to given texts.

Suggested Key Terms:

Literary	Fiction	Informational	Non-Fiction	Genre
Claim	Argument	Literary non-fiction	Summary	Analysis
Annotation	Evidence	Inference	Citation	Periodical
Memoir	Historical fiction	Biography	Autobiography	

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence. **a. Introduce claim(s) and organize the reasons and evidence clearly.** **b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.** **c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.** **d. Establish and maintain a formal style.** **e. Provide a concluding statement or section that follows from the argument provided.**

Skills/Concepts for Students:
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Use interesting strategies for closure (such as a call to action) and avoid reiterating the points of an argument
- Use engaging strategies for introduction (such as a personal story), and avoid listing the points to be made in the argument.
- Remember to discuss and respond to counterclaims to arguments

Instructional Strategies for Teachers:
- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Provide students with topics and texts from which to construct arguments that are relevant and provocative
- Share great student examples and real world examples
- Practice co-writing with students

Sample Performance-based/Standards-based Task(s):
Students usually find it easier to write a persuasive essay on a topic they feel strongly about rather than on a strictly academic topic, so providing opportunities to argue an academic point will be important in Sixth Grade. Lead students in a discussion about the concept of "literary criticism," a term it will be important for them to understand in their academic careers. Students at this age are likely to assume that criticism means negative judgment, but literary criticism is a neutral term meaning simply the study, evaluation, and interpretation of literature. Allow students to examine several examples of literary criticism on a book they have read (for example, *The Chronicles of Narnia* by C. S. Lewis – hundreds of examples are available in journals of literary criticism, accessible through Galileo). Literary criticism is basically analysis, and students in Sixth Grade are moving from simple essay writing to constructing true analyses of what they read. Because students may not immediately recognize the claims and arguments in a piece of criticism, guide them in identifying the thesis (for example, many critics argue that *The Chronicles of Narnia* are a New Testament allegory). Have students identify the thesis and claims in several professional pieces of literary criticism. Review this work at the conclusion of the next text as an introduction to the construction of their own original argumentative analyses.

Suggested Key Terms:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Clause	Transition
Manuscript Style (APA, MLA)	Introduction	Body	Conclusion	Bias

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **a. 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.** **b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.** **c. Use appropriate transitions to clarify the relationships among ideas and concepts.** **d. Use precise language and domain-specific vocabulary to inform about or explain the topic.** **e. Establish and maintain a formal style.** **f. Provide a concluding statement or section that follows from the information or explanation presented.**

Skills/Concepts for Students:

- Acquire knowledge of appropriate organizational structures for informative writing which include a focus for audience and purpose
- Use appropriate transitions for clarity and coherence, especially transitional sentences beginning with subordinate clauses
- Exclude extraneous, irrelevant, or trivial information
- Give credit for information used and avoid plagiarism
- Effectively employ knowledge of technology to enhance the assembly of information, employing charts, graphs, maps, or other aids
- Learn interesting strategies for closure (such as a call to action) and avoid restating what has already been said in the essay
- Learn interesting strategies for introduction (such as a story illustrating an argumentative point) and avoid listing the facts that will be covered in the essay
- Exclude personal opinions and biases from informative/explanatory writing

Instructional Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism, contracts, and instructions
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples and real world examples
- Practice co-writing with students

Sample Performance-based/Standards-based Task(s):

Students in Sixth Grade will be using more technical and domain-specific vocabulary than ever before as they engage in more informational, non-fiction reading. They may also be unfamiliar with the requirements of formal manuscript styles, such as MLA and APA. To provide practice on both of these fronts, choose a short or extended informational text which is particularly technical as the subject for an informative/explanatory essay (for example: the Human Genome Project, alternative energy sources, interplanetary exploration, etc.). Have students maintain a list of unfamiliar technical and domain-specific vocabulary as they examine the text in preparation for writing, exploring strategies for making meaning of these words (specific roots or affixes within a domain, for example, such as Greek and Latin roots in biology terms). In the preparatory period, conduct a mini-lesson about manuscript styles, giving students papers that are written in APA format (without explanation or definition) and ask them, in pairs, to identify everything they can discern about the formatting (e.g., Is it single or double spaced? Where is the name? Is the date required? Is there a page number; if so, where?) Allow them then to check their notes against an APA check list. By the end of the examination of the text, students should be amply familiar with the domain-specific vocabulary as well as the requirements of APA style. Create a rubric specific to this writing assignment that gives weight and focus to technical vocabulary use and manuscript style.

Suggested Key Terms:

Informative	Expository	Explanatory	Topic	Relevant
Connotation	Graphics	Citation	Extraneous	Transition
Annotation	Domain-specific	Formal Style (APA, MLA)	Denotation	Format

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **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. **b.** Use narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters. **c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **d.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **e.** Provide a conclusion that follows from the narrated experiences or events.

Skills/Concepts for Students:
- Develop a clear, coherent text that tells a story or develops an idea
- Show awareness of audience and purpose
- Understand the elements of plot and the ways in which conflict drives plot action
- Establish and develop a plot, setting, point of view, narrative voice, and style
- Choose details carefully, employing knowledge of literary elements such as diction, syntax, and figurative language
- Develop characters effectively, exhibiting knowledge of characterization, traits, and types (such as static and dynamic)

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Encourage students to emulate the style and voice of their favorite writers, on occasion, to scaffold their developing abilities and try on various personas in their writing
- Explore ways to tie narrative writing to texts under consideration by the class (such as extending a story past its end point, creating an alternate ending or character, responding to literature informally, etc.)
- Include poetry writing in creative writing explorations, including free verse and structured verse
- Include narrative writing in routine writing whenever possible

Sample Performance-based/Standards-based Task(s):
Using a literary text under consideration by the class, students will write a short additional chapter that extends the story beyond where the novel ends. For example, *The Outsiders*, by S. E. Hinton, ends when Pony Boy begins writing about his experiences after being encouraged by the note from Johnny in their copy of *Gone with the Wind*. Students should write 3-4 pages telling us what happens next (e.g., Will Sodapop get married? What will become of Darry? Will Pony Boy become a famous author?). Though this will be a creative narrative piece, it must be tied to the text with credible reasons (based on text evidence) that makes this hypothetical future reasonable, based on prior events and characterizations in the novel. An extension of this activity could include students sharing their extended chapters, as well as discussing the ways in which their narratives differed and why.

Suggested Key Terms:

Plot	Setting	Characterization	Static	Dynamic
Plot Structure	Sensory Detail	Diction	Syntax	Imagery
Figurative Language	Pacing	Dialogue	Flashback	Foreshadowing

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W4: 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.)

Skills/Concepts for Students:
- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Use a formal academic style, as recommended
- Cite appropriately and avoid plagiarism
- Use traditional structures for conveying information
- Employ appropriate vocabulary, whether that is domain-specific, academic, colloquial, or informal
- Exhibit knowledge of literary and rhetorical elements in writing, as appropriate

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Performance-based/Standards-based Task(s):
To ensure that students write routinely for a variety of purposes and include multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project.

Suggested Key Terms:

Organizational Structure	Transition	Context	Audience	Purpose
Prewriting	Drafting	Editing	Publishing	Focus
Academic Style (MLA, APA)	Domain-Specific	Co-writing	Genre	Format

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Sixth Grade.)

Skills/Concepts for Students:
- Practice using multiple steps in your writing as often as possible, with special focus on the evolution of your piece between the first and second drafts
- Do not skip the pre-writing step; it is difficult to get somewhere efficiently when you don't really know where you are going
- Emulate the styles of writers you admire in order to broaden your scope and skill set
- Note the suggestion in standard W5 to "try a new approach," and be aware that sometimes it is best to make a new start when editing is not yielding the desired results
- Review and maintain knowledge of the basic grammatical, spelling, capitalization, and punctuation rules of standard English; sometimes these can become rusty as a student progresses past the elementary grades

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Use multiple strategies to engage students in revising and perfecting their writing, including individual conferencing, peer editing, and/or virtual editing (using software designed for that purpose or using simple tools like Microsoft Word tools for word count and sentence structure)
- Consider implementing a "most improved" designation on occasion, awarding a paper that shows the most improvement between drafts
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define the elements which they should check when editing (for example: checking sentences for varied fluency)
- Occasionally require students to turn in both drafts of an essay and/or include their pre-writing and brainstorming notes, making these integral parts of the total grade

Sample Performance-based/Standards-based Task(s):
Have students bring a first and second draft of an essay from their portfolios to a partner review session. Students will trade the sets of papers, and each partner will take notes on the items that were changed between drafts (for example: "1. Combined two simple sentences in paragraph one to make a compound sentence," "2. Changed "walked "to "ambled" in paragraph 3, improving word choice," etc.). Reviewers should assign a value between 1 and 5 to each change, indicating how effective it was in improving the paper (for example: a 5 is an excellent, effective change, while a 1 might be a change that was simply made for the sake of changing something and which had no impact on the quality of the writing). Students will then look at their reviewer's list to get an overview of the level of attention brought to the edit and revision process and will write a brief response about what they learned about their own writing process from the exercise. An extension to this activity could include students creating an additional "final" draft of the paper, making it even better.

Suggested Key Terms:

Writing Process	Development	Strategy	Fluency	Diction
Organization	Planning	Revising	Editing	Drafting
Peer	Grammar	Conventions	Brainstorm	

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Skills/Concepts for Students:
- Learn about and use the latest software for gathering and sharing information
- Suggest new technologies for the classroom, and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Give credit for works used in essays, and avoid plagiarism
- Publish work both to an audience of classmates and, digitally, to the general public (on a variety of platforms)
- Peruse the sites for other classes and students across the country to see the writing of others

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Incorporate digital media into the classroom at every opportunity, including maintaining a class website, if possible
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies and encouraging purchasing of and training in new technologies whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

Sample Performance-based/Standards-based Task(s):
Using one of the many websites available for the purpose (such as Global Virtual Classroom, at http://www.virtualclassroom.org/), find a class of students in another country with whom to collaborate on a project. The partnering sites offer suggestions for collaborative projects, which might include a dramatic skit performed in tandem via Skype, a collaborative writing project, collaborative research, group read alouds, joint publications of storybooks for kids, informational websites, etc.

Suggested Key Terms:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Skills/Concepts for Students:
- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Give credit for sources used and avoid plagiarism
- Use common sense in limiting the focus of your inquiries ("hurricanes of the last decade" as opposed to "weather")
- Remember to always consult multiple sources in multiple formats to establish the validity of your information

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide a balanced mix of assigned and self-generated avenues for research inquiry
- Teach methods for writing citations, from the informal bibliography to the basic outlines of a formal citation
- Include a wide variety of very brief, limited inquiries, having students digress to conduct a mini-research project when a question arises naturally from a text under consideration by the class
- Model and encourage students to make connections between seemingly unrelated topics and to generate ideas for extensions

Sample Performance-based/Standards-based Task(s):
Short and sustained research activities will typically be sprinkled throughout the units of instruction in Sixth Grade, providing students with multiple opportunities to compile information. As a way to scaffold actual research, the occasional day in the media center can be spent simply "working out" those "muscles" that students will need to conduct efficient research. Efficiency is a key concept in research, especially in this day and age when far too many resources of varying quality exist as opposed to too few resources. In a timed environment, give students a topic that is connected to the theme of your current unit. Give each student a supply of index cards, and make sure to choose a topic on which information is available (for instance, "Georgia during the Civil War" as opposed to "the history of this acre of land on which our school is built"). The goal of this activity (which should be repeated at intervals) is simply to have students gather meaningful and useful information efficiently and within a controlled time limit. Students should, of course, not be warned of the topic ahead of time. Give each student a different topic (or at least provide several topics to the class) to avoid "sharing" and too few resources for too many students. Require the chosen resources to be annotated on the cards with a true citation, and require that the resources come from at least 3 different mediums and formats. Students may save the card sets for future research, if desired.

Suggested Key Terms:

Research	Inquiry	Focused question	Source	Citation
Annotation	Archive	Access	Platform	Thesis
Hypothesis	Manuscript style	Navigate	Website	Valid
Reliable	Investigation	Digital		

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W8: 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.

Skills/Concepts for Students:
- Apply knowledge of which venues and resources are most appropriate for a given search (i.e., when you need to access scientific journal articles as opposed to archived news footage)
- Use background knowledge and considered judgment when evaluating sources for research
- Give credit for work that you use and avoid plagiarism
- Accurately summarize with bias
- Annotate formally and informally
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom, and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Incorporate technology into the classroom whenever possible, keeping up with trends in gathering and sharing information
- Partner with your media center faculty to scaffold and reinforce fundamental citation skills; reinforce the seriousness of plagiarism and the accepted rules for gathering and sharing academic information in the public domain
- Require informal bibliographies and formal annotations when appropriate
- Provide opportunities for students to practice the basics of writing citations in an accepted manuscript style without the aid of a citation generator
- Review the basics of writing and integrating quotations effectively

Sample Performance-based/Standards-based Task(s):
Provide a list of several websites/digital resources for students to evaluate. Plant several sources on the list that are known to be unreliable (these may have varying levels of obviousness/subtlety in their unreliability). Before exploring the sites, have students brainstorm together to create a rubric by which to evaluate a website, coming up with their own ideas about what constitutes a reliable and valid source before you provide them with conventional wisdom and academic rules on the subject. Allow them to examine how closely their own ideas about reliability match the "accepted rules." When evaluating the sources, students should assign a grade for reliability between 1 and 10, supporting their assessment with evidence. In pairs or small groups, have students create public service announcements or brochures that concisely advise other students on the effective and legal use of internet resources.

Suggested Key Terms

Print Source	Digital Source	Summarize	Paraphrase	Plagiarism
Citation	Annotation	Platform	Website	Portal
Navigation	Integration	Synthesis	Chicago Style	Turabian Style

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W9: **Draw evidence from literary or informational texts to support analysis, reflection, and research.**
	a. Apply Sixth Grade Reading standards 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 Sixth Grade Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a

Skills/Concepts for Students:
- Review knowledge of literary elements (such as diction, syntax, tone, imagery, and figurative language) to support analysis, reflection, and research
- Incorporate commentary on how and why the author employs specific strategies (e.g., organizational ploys, literary elements, rhetorical strategies, etc.) to achieve desired effects
- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader when producing analysis of literary elements or rhetorical strategies in essay form

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
- Follow suggested curriculum guidelines for the production of text-based analysis essays with both an argumentative and an informational focus
- Encourage students to focus on *how* an author uses a strategy or literary element or *why* he or she chooses one approach over another in a given context; analysis essays should never focus on the lowest cognitive level of *what* the text was about
- Require students to create formal annotations and citations at least occasionally
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence

Sample Performance-based/Standards-based Task(s):
Following the completion of a novel study, have the students undertake the reading of a complementary text independently (for example: following an in-class reading of *Ender's Game* by Orson Scott Card, have students independently read *The Hunger Games* by Suzanne Collins; both novels deal with teenagers coming of age in a dangerous future world where their survival depends on their resourcefulness, individuality, and defiance of authority). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts, students will write about elements such as the narrative point of view, the novel's organizational structure, characterization, plot, and setting.

Suggested Key Terms:

Literary	Informational	Summary	Paraphrase	Analysis
Rhetoric	Diction	Syntax	Tone	Imagery
Figurative language	Argument	Claim	Evidence	Evaluate

	Sixth Grade GSE
	Writing (W)
	ELAGSE6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day).

Skills/Concepts for Students:
- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Acquire and maintain adequate keyboarding skills to write effectively within given time frames
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Maintain a portfolio of written work, not only for reflection but as a resource for ideas, work samples, college applications, etc.

Instructional Strategies for Teachers:
- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year in the form of a portfolio
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits
- Vary the requirements for tasks to include type-written and hand-written pieces, long and short pieces, research

Sample Performance-based/Standards-based Task(s):
Provide students with writing prompts, both formally and informally, to ensure that they are writing routinely in a variety of settings, on a variety of topics, in a variety of formats (e.g., journal prompts, timed essays, group writing, reflections, etc.).

Suggested Key Terms:
Diction	Syntax	Style	Voice	Figurative language
Denotation	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	Conventions

	Sixth Grade GSE
	Speaking and Listening (SL)
	ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Sixth Grade topics, texts, and issues, building on others' ideas and expressing their own clearly. **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.** **b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.** **c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.** **d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**

Skills/Concepts for Students:
- Actively engage in collaborative discussions within your classroom
- Firmly shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes, if necessary, to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Explicitly instruct students and provide processes on formal preparation for a collaborative discussions
- Allow students to brainstorm about what they believe the rules for collegial discussion should be, and set up rituals, routines, or norms for brainstorming and classroom discussion
- Deepen students' focus and understanding on tolerance and respectful consideration of alternative points of view, and provide opportunities to practice desired behavior

Sample Performance-based/Standards-based Task(s):
Arrange an "academic conference" to be held by the class on a topic/text on which students have previously written or read (perhaps you have studied the political process, global warming, the mapping of the human genome, etc.). Create a schedule for your conference, including your plenary speaker, a time for refreshments, breakout discussion groups, etc. Within this academic conference (which will be valuable for modeling to students what such a thing looks and feels like) students – either individually or in teams – will present on a topic working from a previously written paper. The paper should be delivered with an audience handout in a format such as Prezi, PowerPoint, I-Movie, etc. Consider inviting interested parties from your school to participate in the conference (invite speakers from the science department, for example).

Suggested Key Terms:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

	Sixth Grade GSE
	Speaking and Listening (SL)
	ELAGSE6SL2: 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.

Skills/Concepts for Students:
- Maintain and continue to build upon knowledge of and expertise in media applications, software, and platforms for presentation
- Acquire knowledge of aesthetic elements of various media (color, lighting, and camera angle in visual media, for example) and determine their impact on presentation formats
- Explore many types of media in order to be an effective critic and user of all types of platforms for communication
- Speak with prosody and fluency when speaking
- Listen to audio versions of text

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Provide frequent opportunities for students to consume texts in various formats, guiding collaborative discussions on the merits of each medium
- Encourage students to think analytically about the impact of various mediums on the messages they receive; how, for instance, people are impacted by the visual images of movie and film stars, and whether they are more likely to be impacted by a visual advertisement containing those images than a print advertisement
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Performance-based/Standards-based Task(s):
Split the class into 3 or 4 teams. You will assign all students a common research topic (tied to texts under consideration by the class), but each team will only be allowed to conduct research in one medium (one team will use only websites, another will use only televised news or documentaries, another only print sources, etc.) Have each team create a PowerPoint or Prezi presenting their findings. Have students take careful notes on each presentation, noting the differences in information gathered from the different sources. After the presentations, engage students in a collaborative discussion on the ways in which the information was shaped and filtered by the medium through which it was retrieved. Students may be required to write a brief analysis or response on their findings.

Suggested Key Terms:

Media	Format	Analysis	Evidence	Platform
Diverse	Digital	Film	Print	Qualitative
Quantitative	Literal	Figurative	Aesthetic	

	Sixth Grade GSE
N (compass)	**Speaking and Listening (SL)**
	ELAGSE6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Skills/Concepts for Students:
- Apply knowledge about logic and evidence when evaluating a speaker's claims
- Address speaker bias and counter-claims when evaluating a speaker's argument
- Understand and effectively analyze a speaker's use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Distinguish claims supported by reasons/evidence from claims that are not
- Match author's claims with evidence which supports the claim(s)

Instructional Strategies for Teachers:
- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Provide targeted instruction in types of logical fallacies
- Provide targeted instruction in inductive and deductive reasoning
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion, and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Identify persuasive strategies in everyday discourse using media clips, advertisements, multimedia formats, etc.

Sample Performance-based/Standards-based Task(s):
Have students watch an archived presidential debate from a previous election. You will find a wealth of televised debates available for viewing on the internet. After viewing, take a straw poll to determine which candidate the students believe to have been the strongest performer in the debate and discuss the reasons influencing their choice. After the discussion, provide students in small groups with a transcript of the debate (network broadcasts provides transcripts online, or students can take notes). Have students fact-check assertions made in the transcripts and present a report that statistically profiles the accuracy claims made by the candidates. Conclude this inquiry with a whole-class discussion of factual accuracy versus emotional and visual appeal of the candidates.

Suggested Key Terms:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Audience	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author's purpose	

	Sixth Grade GSE
	Speaking and Listening (SL)
	ELAGSE6SL4: 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.

Skills/Concepts for Students:
- Work consistently towards becoming comfortable with presenting to peers and to adults
- Practice presenting in front of a friend or a mirror to get feedback on pacing, eye contact, volume, etc.
- Record and practice presenting orally in order to assess pacing, volume, and inflection
- Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation, not only in the classroom environment, but in real-world situations, when possible
- (e.g., presenting at an academic conference, a rally or school event, etc.)
- Provide opportunities for students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Performance-based/Standards-based Task(s):
Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: http://stoaca.org/main/sites/default/files/StoaTPRules.pdf.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day, considering and annotating multiple appropriate texts. Allow students an allotted amount of time to prepare for the debate. Student arguments must be supported by citable evidence. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.

Suggested Key Terms:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic			

	Sixth Grade GSE
	Speaking and Listening (SL)
	ELAGSE6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Skills/Concepts for Students:
- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Utilize knowledge acquired from other standards regarding supporting claims with evidence and integration/synthesis of evidence into a coherent claim
- Effectively communicate ideas in visual display

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)
- Require various kinds of complementary texts within assignments (PowerPoint, Prezi, posters, videos, etc.) to ensure that students do not become overly dependent on a single platform or medium (such as PowerPoint)
- Develop meaningful rubrics that include appropriate domain-specific language for technology to assess the visual portion of a presentation (and to make clear the requirements and parameters for same)
- Students find it much easier to present some kind of visual than they do to make that visual meaningful - specifically to ensure that the visual display actually clarifies information or strengthens claims - therefore it may be useful to specify in some assignments what focus the visual display should take
- Expose students to various forms of media, and allow regular practice and opportunities to utilize media within and outside of the classroom

Sample Performance-based/Standards-based Task(s):
For the presentation of an academic paper or research, challenge students to present their findings in the most unusual way that they can. Students may research the newest presentation platforms (e.g., PowerPoint has been supplanted by Prezi and Rocket Slide in recent years, and new platforms are emerging all the time). They might use a blog, a wiki, YouTube, an iMovie, a trifold poster board with holographic pictures, etc. Encourage them think outside the box, mixing old and new technologies, adding sound tracks, employing live "actors," using social media, or using PR strategies such as flash mobs. Be creative! If necessary, put students in teams to cut down on presentation time. At the conclusion of the activity, have students discuss which presentations were most effective and why. Give careful, analytical attention to the "why" question. "Because it was the most fun" or "most interesting" is not an adequate literary analysis! Examine diction, tone, colors, audience awareness, connotations, etc.

Suggested Key Terms:

Integration	Multimedia	Claim	Evidence	Digital
Skype	Prezi	Multimodal	Promethean/Smart Board	Podcast
Website	Wiki	Skype	Prezi	Flipchart

	Sixth Grade GSE
	Speaking and Listening (SL)
	ELAGSE6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Sixth Grade Language standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:
- Acquire and review knowledge of the types of language used in informal situations, including dialectic, colloquial, or idiomatic language
- When in doubt, use a more formal, academic tone
- Exhibit knowledge of the foundations of grammar, consistently using correct noun/verb agreement, providing correct antecedents for pronouns, and placing modifiers correctly
- Proactively seek out opportunities to speak in informal situations as well as more formal situations, including leading a class discussion or telling a story to a younger sibling

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Expose students to a wide variety of variations on speech in context, such as stories written in dialect, or figurative or idiomatic language from various cultures
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the GSE "Language Progressive Skills Chart," which delineates the course of instruction for common grammar and conventions principles

Sample Performance-based/Standards-based Task(s):
To illustrate the ways in which we adapt speech, provide students with a neutral paragraph from a text under consideration by the class. Charge the students with rewriting this paragraph for various audiences (for example: for a little child, a complete stranger, a very good friend, or someone who doesn't speak English very well). Consider the various versions of the paragraphs through discussion with the class, perhaps using a document viewer to consider the examples. Have students identify the exact elements they changed, such as the length of the sentences, the complexity of the words, the number of words, the sentence construction (verb/noun, noun/verb, passive/active, etc.). Have students think critically about why they make certain choices for certain audiences.

Suggested Key Terms:

Context	Dialect	Colloquial	Idiom/idiomatic	Code-Switching
Grammatical	Adapt	Dialogue	Formal English	Standard English

	Sixth Grade GSE
	Language (L)
	ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a. Ensure that pronouns are in the proper case (subjective, objective, possessive).** **b. Use intensive pronouns (e.g., myself, ourselves).** **c. Recognize and correct inappropriate shifts in pronoun number and person.*** **d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*** **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.*** *Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for GSE and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.*

Skills/Concepts for Students:
- Consistently review and maintain the knowledge of English grammar and conventions
- Focus on pronouns when they occur in text
- Recognize pronoun types, and match pronouns correctly in number and person to their antecedents

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Consider diagramming or mapping sentences to enforce skills and concepts (such as the parts of speech, phrases and clauses, etc.)
- Use examples from texts under consideration to illustrate grammatical concepts
- As necessary, provide focused instruction on concepts that may be new to students, such as the types of pronouns (see vocabulary below)
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level
- Model, using simple text with at least 7-9 pronouns, how to match antecedents with pronouns (for example: draw a box around each pronoun and underline antecedents within a text)

Sample Performance-based/Standards-based Task(s):
Use familiar song lyrics as a tool for identifying pronouns. Ask students to circle pronouns in the text and underline their antecedents (or identify a missing antecedent). Later in the unit, give students the opportunity to color-code pronouns by type (subjective, objective, possessive). To extend their activity, ask students to remove all pronouns and replace with antecedents, listening to how the song changes.

Suggested Key Terms:

Standard English	Conventions	Mechanics	Grammar	Pronoun
Demonstrative	Indefinite	Interrogative	Possessive	Relative
Subjective Case	Objective Case	Possessive Case	Reciprocal	Reflexive

	Sixth Grade GSE
	Language (L)
	ELAGSE6L2: **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.**

Skills/Concepts for Students:
- Review and maintain familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in formal writing
- Understand and apply the rules of spelling, capitalization, and punctuation use

Instructional Strategies for Teachers:
- Consult the GSE "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on grade-level concepts such as comma usage and modifier placement
- Use a familiar text to identify examples of correct use of punctuation to set off nonrestrictive/parenthetical elements
- Provide a rubric on occasion for written work that focuses specifically on grammar and conventions in order to provide students with pointed feedback in these areas

Sample Performance-based/Standards-based Task(s):
Have students choose one piece of previously-graded writing from their portfolio. Students will exchange these papers with a partner who will grade that paper ONLY on capitalization, punctuation, and spelling. A guidance sheet listing specific items to check may be provided to scaffold this exercise. Students will check for comma usage, capitalization, and spelling, taking off 5 points for every error. Normally, a paper with great content may have several grammar and conventions errors and still be an "A" paper. Within these parameters, we are able to examine a paper on conventions alone, allowing a student to get a snapshot of his or her performance in that category alone.

Suggested Key Terms:

Conventions	Standard	Non-standard	Capitalization	Punctuation
Legible	Comma	Omission	Grammar	Conventions

	Sixth Grade GSE
	Language (L)
	ELAGSE6L3: 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.***

Skills/Concepts for Students:
- Recognize and apply knowledge of literal and figurative language and the denotations and connotations of words when choosing diction in reading, speaking, and writing
- Check writing for over-use of simple sentences, combining or revising to achieve appropriate fluency and variation for audience and purpose
- Refrain from overuse of words such as any, all, always, never, very, etc. (most style manuals and writers' websites provide lists of overused words to which you may refer)
- Use adequate descriptions and explanations, but avoid flowery language and wordy explanations; be concise

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Provide examples of text with strong fluency (sentence variety)
- Provide explicit instruction with examples of essays that err on the side of too much language as well as those that err on the side of too little (students at this level tend to think that more is always better)
- Proactively seek out examples of grammatical concepts under consideration in Sixth Grade (primarily pronouns) in texts under consideration by the class and assess how they impact meaning
- Be sure to consult the Language Progressive Skills Chart within the GSE to identify grammar and mechanical skills to be continued in grade 7

Sample Performance-based/Standards-based Task(s):
Have students choose one or more essays from their portfolio (essays must be available in an electronic format) for review with attention to sentence fluency. Using a chart or spreadsheet, have students analyze their writing to find out what percentage of their sentences are simple, compound, etc. Have them count instances of active and passive voice, words over-used as sentence starters (for example "I" or "The"). A preliminary activity might be to have students brainstorm and create a fluency checklist or worksheet to use for this purpose. Students will perform a qualitative and quantitative analysis of their sentence construction, compiling a list of targeted areas for improvement that will be attached to the writing portfolio for reference. An extension of this activity would be to allow students to rewrite one of the pieces to improve fluency for bonus points.

Suggested Key Terms:

Language	Conventions	Diction	Grammar	Mechanics
Compound	Simple	Complex	Compound-Complex	Phrase
Clause	Subordinate	Independent	Fluency	Variation

	Sixth Grade GSE
	Language (L)
	ELAGSE6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Sixth Grade reading and content, choosing flexibly from a range of strategies. **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.** **b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).** **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.** **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).**

Skills/Concepts for Students:
- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions
- Always use resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary by increasing word knowledge using context clues within the context and/ or the covered material

Instructional Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Provide opportunities for students to use their own resources to determine the meaning of a new word
- Routinely list and explore new words introduced through class texts
- Explain roots and patterns in unfamiliar words
- Provide a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices
- Review the construction of dictionary entries to ensure that students understand each part

Sample Performance-based/Standards-based Task(s):
Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts (literary and rhetorical terms, for example). Terms gleaned from texts should be logged with text reference of text, author, title, and page. Give students a list of words that all contain the same root. Ask students to find commonalities between the words, ultimately guiding them to see that each word is based on the root. Challenge students to find the "Roots in Action" in their environments. Create a contest in which students take pictures or otherwise note examples of the words used throughout the day.

Suggested Key Terms:

Definition	Context	Thesaurus	Dictionary	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Word Pattern	Greek root	Latin Root
Pronunciation	Etymology	Context	Inference	

	Sixth Grade GSE
	Language (L)
	ELAGSE6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a. Interpret figures of speech (e.g., personification) in context.** **b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.** **c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**

Skills/Concepts for Students:
- Identify and analyze the effects within texts of various types of figurative language (e.g., metaphor, simile, personification, hyperbole, idioms, onomatopoeia, alliteration, and assonance)
- Notice relationships between and among words, such as synonyms, antonyms, homophones, and homonyms.
- Consider the connotations of various words when determining the author's purpose in employing them.

Instructional Strategies for Teachers:
- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Provide opportunities for students to brainstorm out loud about the connotations of words to ensure that they are applying this concept correctly
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Performance-based/Standards-based Task(s):
Students will examine the impact of figurative language on the tone of a text by comparing and contrasting a selection from the current extended text under study as it is written to a version with figurative and connotative language removed. Access a selection from a text digitally (so that it can be edited by the students). Alternatively, a poem that employs mostly figurative language can be used. Step one of the process will be for students to identify each instance of figurative language or particularly connotative diction (they may work individually or in teams) within the text. The second step of the process is for students to edit the piece so that it maintains grammatical integrity with the figurative and connotative language removed. Finally, students will write a brief analysis (1 page or less) citing specific ways in which the tone of the text is impacted by the changes.

Suggested Key Terms:

Figurative	Literal	Connotation	Denotation	Metaphor
Simile	Personification	Hyperbole	Idiom	Homophone
Synonym	Antonym	Homophone		

	Sixth Grade GSE
	Language (L)
	ELAGSE6L6: 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.

Skills/Concepts for Students:
- Be independent and proactive in the acquisition of new vocabulary
- Acquire or review foundational knowledge of Latin roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Examine author's purpose in word choice and be aware of your own purpose when choosing language
- Avoid using informal language in writing and speaking. (i.e. text talk or slang)
- Analyze the cumulative effect of diction on a text

Instructional Strategies for Teachers:
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Provide examples of informal language in writing
- Build vocabulary using a variety of strategies (resource materials, context, roots)
- Build strong academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Performance-based/Standards-based Task(s):
After providing direct instruction on academic and/or domain-specific words and phrases, work with students to put visual representations of the vocabulary on a class word wall. Frequently refer to the word wall for various activities. For example, use the word wall to complete a KWL (Know, Want to Know, Learned) chart. Students can also sort these words into categories when appropriate. Ask students to continually assess and reflect on their understanding of the multiple uses of these words.

Suggested Key Terms:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Comprehension	Author's purpose	Domain-specific

Revisions to GSE

A comparison of the previous standards and the revised GSE

Overview

The following pages contain a comparison of items from the previous standards and the revised Georgia Standards of Excellence (GSE). This section is not meant to serve as the definitive guide to each of the GSE standards; that is provided in the previous section, entitled "Guidance," along with skills, concepts, tasks, and strategies. In this section, you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise altered.

Summary of Changes for English Language Arts (ELA) Standards

Grade Six

This document identifies **grade level changes for the 2015-2016 school year and beyond**.

Previous Standard 2014 - 2015	Revised Standard for 2015 – 2016 and beyond

Reading Literary (RL)

ELACC6RL2: 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.	Determine a theme and/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.

Writing (W)

ELACC6W6: 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.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Language (L)

ELACC6L6: 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.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

AT-A-GLANCE GUIDE FOR COMPARISON STANDARDS - GRADE SIX

Grade Level	Strand	Standard
Sixth Grade	Reading Literary Text	CC6RL2
	Writing	CC6W6
	Language	CC6L6

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELAGSEKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by **ELAGSE5L5c**					
ELAGSE1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by **ELAGSE5L2a**					
ELACSE1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by **ELAGSE4L1e**						
ELAGSE1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELAGSE3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
ELAGSE4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELAGSE4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by **ELAGSE7L3a**			
ELAGSE4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELAGSE6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELAGSE9–10L1a. Use parallel structure.										■	■
ELAGSE11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

* Darkened boxes indicate grades in which the standard should be taught.