About EL Education

"There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less." – Kurt Hahn

EL Education is redefining student achievement in diverse communities across the country, ensuring that all students master rigorous content, develop positive character, and produce high-quality work. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

EL Education's portfolio of instructional materials and coaching services draws on decades of deep partnership with schools and districts in our national school network—those implementing our school model—and in our family of literacy partners—those implementing our Language Arts curriculum.

Based on our founding principles of meaningful work, character, and respect for teachers, EL Education's offerings transform teaching and learning to promote habits of scholarship and character that lead to high student achievement. In addition to success on standardized tests, EL Education students demonstrate critical thinking, intellectual courage, and emotional resilience; they possess the passion and the capacity to contribute to a better world.

EL Education's curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real-world content by diverse authors. The curriculum has received the highest marks from EdReports.org and Educators Evaluating the Quality of Instructional Products (EQuIP). Rigorous impact studies by Mathematica Policy Research demonstrate that teachers significantly improve their craft and students achieve more, regardless of background.

EL Education, a 501c(3) nonprofit, was founded in 1992 by Outward Bound USA in collaboration with the Harvard Graduate School of Education. The ideas of Kurt Hahn, a founder of Outward Bound USA, have inspired and animated EL Education's work with schools since our founding. Hahn believed in the genius in every child, and in the power of education to help children develop academic courage and ethical character.

Second Edition Enhancements

EL Education's Grades 6–8 Language Arts curriculum is a comprehensive, standards-based core literacy program that engages teachers and diverse learners through compelling, real-world content. Through the curriculum we address an expanded definition of student achievement that builds students' academic knowledge and skills, habits of character, and capacity to create high-quality work. Our approach infuses rigor and joy and embodies a focus on equity and closing the learning opportunity gaps.

Originally designed and developed with a team of teachers in 2012, the national interest in our Grades 6–8 Language Arts curriculum is inspiring. The first edition was originally commissioned by New York State, which required a total of six modules per grade and alignment to the state's Social Studies and Science Standards. Though initially designed with New York teachers as the primary audience, the curriculum has found a home with a national audience of educators who are seeking out curriculum that uses authentic texts and is directly aligned to the standards. To meet this need, we have created a second edition that broadens the curriculum's relevance to schools nationally and incorporates feedback from teachers across the country.

What's New in the Second Edition?

Overall Design and Structure

- Four modules per grade level for a complete year of study (no longer A and B module options)
- New topics and texts for three out of the four modules at each grade level for national relevance. Anchor texts remain the same in the following modules:
  - Grade 6: Module 1 (*The Lightning Thief* by Rick Riordan)
  - Grade 7: Module 1 (*A Long Walk to Water* by Linda Sue Park)
  - Grade 8: Module 2 (*The Omnivore's Dilemma* by Michael Pollan) Please note that this text was used in the first edition curriculum in Grade 8: Module 4.
- Explicit supports for English language learners (ELLs), including differentiated materials, Conversation Cues, and Language Dives, which are 10- to 20-minute teacher-guided conversations in which students deconstruct and analyze language structures in a single sentence
- Design informed by the Universal Design for Learning framework to increase meaningful access and reduce barriers to learning for students with diverse learning needs

- Explicit integration of EL Education's habits of character: Work to Become an Effective Learner, Work to Become an Ethical Person, and Work to Contribute to a Better World
- Explicit integration of academic mindsets through reflection
- Streamlined Teacher Guides to support navigability and accessibility
- More authentic performance tasks that support the creation of high-quality work and integrate twenty-first-century digital skills
- Each section of the lesson is now assigned a standard in the subheading, and teaching notes describe how this standard is taught and/or practiced in this section of the lesson.

We have also refined our approach to addressing the standards with more explicit writing and language instruction, more progress monitoring tools, and more differentiated learning materials.

Reading
- Pacing: Students now preread the chapter for homework, and reread a 10- to 15-minute excerpt in the lesson.
- Text Guides for teachers outline the sensitive issues in an anchor text and describe how to handle them.

Writing
- Explicit and consistent writing instruction using the Painted Essay® structure, developed by Diana Leddy at the Vermont Writing Collaborative, which uses color to help students visualize the parts of an essay and organize their information
- Models for student analysis and for use as teacher exemplars

Speaking and Listening
- Conversation Cues: Questions teachers can ask students and students can ask one another to promote productive and equitable conversation
- Enhanced informal speaking and listening assessment materials, such as checklists
- Formal speaking and listening assessments

Language
- Explicit vocabulary, grammar, and punctuation instruction aligned to the requirements of the Language standards

Assessments
- Differentiated student materials used for ongoing assessment
- Writing rubrics (for W.1 argument, W.2 informative/explanatory, and W.3 narrative)
- Improved alignment between standards, texts, and assessment questions
- Standards identified with each assessment question
- Improved support for students to track and assess their own progress
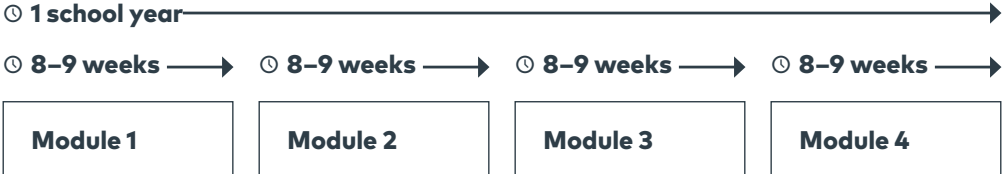- More time within lesson plans allotted for assessments

Materials

- More diverse and inclusive texts and topics

- A new unit-level teacher guide outlines considerations for ELLs, including suggestions for lighter and heavier supports for each lesson.

- Information about each unit for families

- Answer keys for everything, including homework

Introduction

Welcome to EL Education's new Grades 6–8 Language Arts curriculum. This document provides key information about how the curriculum is designed and built, and describes the principles that underlie it. It will give you a good understanding of what makes this curriculum unique and valuable.
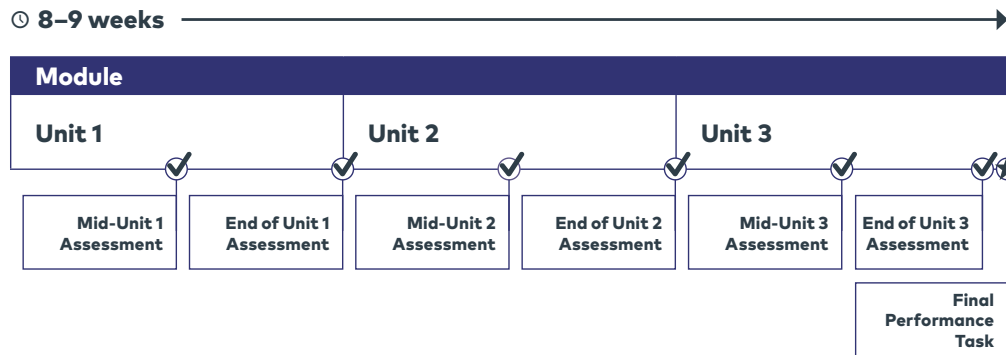
The four modules fully teach and assess the literacy standards as students build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

How Is the Curriculum Structured?

🕐 **1 school year** ⟶

🕐 **8–9 weeks** ⟶   🕐 **8–9 weeks** ⟶   🕐 **8–9 weeks** ⟶   🕐 **8–9 weeks** ⟶

Module 1	**Module 2**	**Module 3**	**Module 4**

- Four modules per year
- Each module is eight to nine weeks long.

Module Lessons and Assessment Structure

⧖ 8–9 weeks ⟶

Module		
Unit 1 ✔ ✔	**Unit 2** ✔ ✔	**Unit 3** ✔ ✔ ★
Mid-Unit 1 Assessment / End of Unit 1 Assessment	Mid-Unit 2 Assessment / End of Unit 2 Assessment	Mid-Unit 3 Assessment / End of Unit 3 Assessment
		Final Performance Task

- ■ Three units per module
- ■ Two curriculum-based assessments per unit: mid-unit and end of unit
- ■ Forty-five minutes of instruction each day

Performance Task

Unit 3 includes a performance task—an extended, supported writing task or presentation where students bring together their knowledge of the module topic to celebrate learning.

▶▶ Video Spotlight

Learn more about the curriculum structure by watching this video: **http://eled.org/0175**.

What Principles Underlie the Grades 6–8 Curriculum?

Equity Matters

EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunities to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which the entire curriculum rests. From this foundation of equity comes what EL Education calls the Dimensions of Student Achievement.

- **Mastery of knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students demonstrate craftsmanship and create complex, authentic work.

These three dimensions are the aspirational outcomes for the entire Grades 6–8 Language Arts curriculum. Achievement is more than mastery of knowledge and skills, or students' scores on a test. Habits of character and high-quality work are also taught and prized. Learn more about the Three Dimensions of Student Achievement here: http://eled.org/character-framework.

Backward Design Means Planning with the End in Mind and Assessing All along the Way

The guiding principle of backward design is straightforward. Designers must consider three questions:

- At the end of a sequence of instruction, what will students know and be able to do?
- What will proficiency look and sound like?
- How will we know when students are proficient?

An essential aspect of backward design is assessment. Built-in assessments give teachers valuable information and reflect the key literacy learning that students have been acquiring in the lessons. Specific, ongoing assessment is also suggested in the daily lessons.

Early Adolescents Need What They Learn to Have Emotional Resonance

Their well-developed limbic systems and sensitivity to dopamine mean that early adolescents are deeply compelled by content that stimulates their emotions. If content and instruction are not emotionally resonant, students will seek other means to fill this need—perhaps to the frustration of their peers and teachers. However, this can also be viewed as a capacity for deep investment in what they are learning. To increase the chances that a student will find an emotionally resonant point of entry, the EL Education Grades 6–8 Language Arts curriculum modules are centered around diverse and current topical issues and texts.

Aspects of Reading in EL Education's Curriculum	
Text complexity	Frequent use of grade-appropriate complex text at all grade levels for all students; scaffolds so all students are successful
Vocabulary	Intentional vocabulary building from content-based text aligned to Language standards
Close reading	Teacher-led close reading of content-based texts; carefully developed text-dependent questions; multiple reads for deepening comprehension
Volume of reading	Accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary
Research	Frequent research projects aligned to the Writing standards result in high-quality writing; accountable independent reading on the topic; gathering evidence to build knowledge before writing

Aspects of Writing in EL Education's Curriculum	
Writing reflects content understanding	All writing explores specific content knowledge and synthesizes knowledge of the topic.
Specific instruction in aspects of writing	Writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module
Writing fluency, ease with writing	Frequent short writing tasks as well as developed pieces
Writing process (plan, draft, revise, edit)	Instruction and scaffolding in each aspect of writing process

Aspects of Speaking and Listening in EL Education's Curriculum	
Participation in discussion, building on others' ideas	Collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives
Presentation of ideas in a style appropriate to audience	Presentation of students' work, both formally and informally, to an audience of their peers

Aspects of Language in EL Education's Curriculum	
Standard grammar and usage	Short and fully developed writing; Language Dives; embedded grammar and usage instruction within tasks
Standard writing conventions, including spelling	Short and fully developed writing; Language Dives
Academic and domain-specific vocabulary	Multiple reads of complex text; short and fully developed writing; Language Dives

Grade 6 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge (Science)	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	Greek Mythology	Critical Problems and Design Solutions	American Indian Boarding Schools	Remarkable Accomplishments in Space Science
Description	Students meet figures from ancient Greek mythology who are placed in a contemporary setting and evaluate how stories from a different time and place continue to resonate today.	Students read the true story of William Kamkwamba in *The Boy Who Harnessed the Wind* and about how he used design thinking to confront the devastating effects of famine on his country, Malawi.	Through their reading of the historical fictional narrative *Two Roads* by Joseph Bruchac and several supplemental primary texts, students uncover an unacknowledged aspect of US history—the forced acculturation of American Indians through boarding schools.	Students learn about remarkable accomplishments in space science, specifically the accomplishments and people that may have gone overlooked. *Hidden Figures* by Margot Lee Shetterly tells the story of the "West Computers," the first black women hired by NASA whose talents helped land human beings on the moon.

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold)[1]	• ***The Lightning Thief***, Rick Riordan (RL 680L; one per student) • *Percy Jackson & The Olympians: The Lightning Thief* (DVD), Chris Columbus (director) (RL film; one per classroom) • "Why Ancient Greek Mythology Is Still Relevant Today," Geri Mlleff (RI; included in the module materials) • Greek Myths: "Theseus and the Minotaur" (RL 870L; included in the module materials), "Cronus" (RL 990L; included in the module materials), "Medusa" (RL 1000L; included in the module materials) "Hestia" (RL 870L; included in the module materials), "Prometheus" (RL 1030L; included in the module materials), and "Helios" (RL 1170L; included in the module materials)	• ***The Boy Who Harnessed the Wind*** (Young Readers Edition), William Kamkwamba and Bryan Mealer (RI 850L; one per student) • TED Talk Transcript: William Kamkwamba, "How I Built a Windmill" (RI; included in the module materials) • "William Kamkwamba's Electric Wind," Cynthia Levinson (RI 940L; included in the module materials) • "The Hippo Roller," EL Education (RI 1100L; included in the module materials)	• ***Two Roads***, Joseph Bruchac (RL 740L; one per student) • *The Problem of Indian Administration: Report of a Survey Made at the Request of Honorable Hubert Work, Secretary of the Interior, and Submitted to Him*, February 21, 1928, Lewis Meriam (RI; included in the module materials) • "The Land of Red Apples" (RI 1040L; included in the module materials) and "The Cutting of My Long Hair" (RI 900L; included in the module materials), from *American Indian Stories*, Zitkala-Sa • "The Advantage of Mingling Indians with Whites," *Proceedings of the National Conference of Charities and Correction at the Nineteenth Annual Session Held in Denver, Col., June 23–29, 1892* (RI; included in the module materials)	• ***Hidden Figures (Young Readers' Edition)***, Margot Lee Shetterly (RI 1120L; one per student) • *Hidden Figures: The True Story of Four Black Women and the Space Race*, Margot Lee Shetterly and Laura Freeman (RI 980L; six per class) • "Special Message to the Congress on Urgent National Needs," President John F. Kennedy (RI 1370L; included in the module materials) • "This Is How the Space Race Changed the Great Power Rivalry Forever," Martand Jha (RI 1310L; included in the module materials) • "Moon Dust and Black Disgust," Booker Griffin (RI 1190L; included in the module materials)
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8[2]: 925L–1185L			
Performance Task	**Product:** Revised Scene of *The Lightning Thief* **Format:** multimedia presentation to a live audience **CCSS:** SL.6.4, SL.6.5, SL.6.6	**Product:** Solution Symposium **Format:** interactive presentation **CCSS:** RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6	**Product:** Voices of American Indian Boarding Schools Audio Museum **Format:** audio recording presentation **CCSS:** W.6.10, SL.6.1d, SL.6.6, L.6.3, L.6.6	**Product:** Hidden Figures in Space Science Picture Book **Format:** children's picture book **CCSS:** RI.6.1, W.6.3, W.6.4, W.6.5, W.6.7, W.6.10, SL.6.1, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.3, L.6.6

[1] Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.
[2] Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	**Title:** Analyze Language and Point of View: *The Lightning Thief*, Chapter 9 **Format:** Selected response and constructed response **CCSS:** RL.6.1, RL.6.4, RL.6.6, RL.6.10, L.6.4a, L.6.4c, L.6.4d, L.6.5, L.6.6	**Title:** Analyze Central Idea and Development of an Individual: *The Boy Who Harnessed the Wind*, Chapter 4 **Format:** Selected response **CCSS:** RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.10, L.6.4a	**Title:** Analyze Point of View and Integrate Information: "The Cutting of My Long Hair" and Photographs **Format:** Selected response **CCSS:** RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.7, RI.6.10, L.6.5a, L.6.5c	**Title:** Analyze Point of View: "An Account of the Moon Landing" **Format:** Constructed response **CCSS:** RI.6.1, RI.6.4, RI.6.6, RI.6.10, W.6.10, L.6.5c
End of Unit 1	**Title:** Text-Based Discussion: *The Lightning Thief*, Chapters 1–12 **Format:** Text-based discussion **CCSS:** RL.6.1, RL.6.3, RL.6.10, SL.6.1a, SL.6.1b	**Title:** Analyze Figurative Language, Central Idea, and Structure: *The Boy Who Harnessed the Wind*, Chapter 8 **Format:** Selected response and constructed response **CCSS:** RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.10, L.6.5a	**Title:** Analyze Point of View, Structure, and Language: *Two Roads*, Chapter 18 **Format:** Selected response and short constructed responses **CCSS:** RL.6.1, RL.6.3, RL.6.5, RL.6.6, RL.6.10, L.6.1b, L.6.1e	**Title:** Analyze Argument and Point of View: "An Argument against the Moon Mission" **Format:** Constructed response **CCSS:** RI.6.1, RI.6.4, RI.6.6, RI.6.8, RI.6.10, W.6.10
Mid-Unit 2	**Title:** Compare and Contrast Themes in Literature **Format:** Selected response and constructed response **CCSS:** RL.6.1, RL.6.2, RL.6.4, RL.6.9, RL.6.10, L.6.4	**Title:** Analyze Figurative Language and Central Idea: "The Hippo Roller" **Format:** Selected response and constructed response **CCSS:** RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.10 L.6.4a, L.6.5a, L.6.5c	**Title:** Analyze Character, Point of View, and Theme: *Two Roads*, Chapter 27 **Format:** Selected response and constructed response **CCSS:** RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.10, W.6.10	**Title:** Analyze Dorothy Vaughan: *Hidden Figures*, Chapter 9 **Format:** Selected response and constructed response **CCSS:** RI.6.1, RI.6.3, RI.6.6, RI.6.8, W.6.1b, W.6.10
End of Unit 2	**Title:** Compare and Contrast Essay **Format:** Informative essay **CCSS:** RL.6.1, RL.6.7, W.6.2, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2b, L.6.6	**Title:** Research Process **Format:** Selected response and constructed response **CCSS:** W.6.7, W.6.8	**Title:** Revise Narrative Writing for Pronoun Use and Sentence Variety **Format:** Two options: revise narrative writing for pronoun use and/or selected response and constructed response questions based on passages from *Two Roads* **CCSS:** W.6.5 (option 1 only), L.6.1a, L.6.1c, L.6.1d, L.6.3a	**Title:** Compare and Contrast Presentations of Events: *Hidden Figures* and "Katherine Johnson: A Lifetime of STEM" **Format:** Selected response and constructed response **CCSS:** RI.6.1, RI.6.3, RI.6.6, RI.6.9, RI.6.10, W.6.10
Mid-Unit 3	**Title:** "Helios" **Format:** Selected response and constructed response **CCSS:** RI.6.1, RI.6.2, RI.6.4, RI.6.10, L.6.4a, L.6.4c, L.6.4d, L.6.6	**Title:** Write a Problem-Solution Essay **Format:** Informative essay **CCSS:** RI.6.1, RI.6.7, RI.6.10, W.6.2, W.6.4, W.6.6, W.6.8, W.6.9b, W.6.10, SL.6.2, L.6.6	**Title:** Write a Literary Argument Essay **Format:** Argument essay **CCSS:** RL.6.1, RL.6.3, RL.6.10, W.6.1, W.6.4, W.6.6, W.6.9a, W.6.10, L.6.2, L.6.3, L.6.6	**Title:** Write an Argument Essay **Format:** Constructed response **CCSS:** RI.6.1, RI.6.3, RI.6.10, W.6.1, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10, L.6.2, L.6.3, L.6.6

	Module 1	Module 2	Module 3	Module 4
End of Unit 3	**Title:** Write a Narrative **Format:** Narrative essay **CCSS:** W.6.3, W.6.4, W.6.6, W.6.10	**Title:** Fishbowl Discussion: Habits of Character to Solve Critical Problems **Format:** Collaborative discussion **CCSS:** W.6.10, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL.6.6	**Title:** Rehearse and Refine Performance Task Recording **Format:** Audio recording and written reflection on SL standards used for recording **CCSS:** RI.6.1, RI.6.6, SL.6.2, SL.6.6, L.6.3b, L.6.6 (L.6.1 optional)	**Title:** Part I: Present and Delineate Argument: Picture Book Presentation **Format:** Constructed response **CCSS:** SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.6 **Title:** Part II: Collaborative Discussion **Format:** Collaborative discussion **CCSS:** W.6.10, SL.6.1

Common Core State Standards for ELA and Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.

- Some standards are formally assessed in multiple modules.

- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.

- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students' mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the Curriculum Map on the following pages, the "parent" standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

  – An exception to this, when assessed through writing, is that the L.1, L.2, and L.3 "parent" standards may be checked without the subcomponents, as the language skills demonstrated through student writing will vary.

  – For Language standards: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Reading Standards for Literature

CCS Standard	Module 1	Module 2	Module 3	Module 4
RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓		✓	
RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓		✓	
RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓		✓	
RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	✓			
RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			✓	
RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	✓		✓	
RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	✓			
RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	✓			
RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓		✓	

Reading Standards for Informational Text

CCS Standard	Module 1	Module 2	Module 3	Module 4
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	
RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		✓		✓
RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓	✓

CCS Standard	Module 1	Module 2	Module 3	Module 4
RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓		
RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			✓	✓
RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		✓	✓	
RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.				✓
RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).				✓
RI.6.10: By the end of the year, read and comprehend literary nonficient in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓

Writing Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.6.1: Write arguments to support claims with clear reasons and relevant evidence.			✓	✓
W.6.1a: Introduce claim(s) and organize the reasons and evidence clearly.			✓	✓
W.6.1b: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.			✓	✓
W.6.1c: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.			✓	✓
W.6.1d: Establish and maintain a formal style.			✓	✓
W.6.1e: Provide a concluding statement or section that follows from the argument presented.			✓	✓
W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓		
W.6.2a: 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.	✓	✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓		
W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓		
W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓		
W.6.2e: Establish and maintain a formal style.	✓	✓		
W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓		
W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓			
W.6.3a: 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.	✓			
W.6.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓			
W.6.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓			
W.6.3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓			
W.6.3e: Provide a conclusion that follows from the narrated experiences or events.	✓			
W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓
W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	✓		✓	✓
W.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	✓	✓	✓	✓
W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		✓		✓

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		✓		✓
W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.6.9a: Apply *grade 6 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").	✓		✓	
W.6.9b: Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").		✓		✓
W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓

Speaking and Listening Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.				✓
SL.6.1a: 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.	✓	✓		✓
SL.6.1b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓		✓
SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		✓		✓
SL.6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.				✓
SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.		✓	✓	
SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.				✓

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.				✓
SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.				✓
SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)		✓	✓	✓

Language Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓	
L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, possessive).			✓	
L.6.1b: Use intensive pronouns (e.g., *myself, ourselves*).			✓	
L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.*			✓	
L.6.1d: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*			✓	
L.6.1e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*			✓	
L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓	✓
L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*				✓
L.6.2b: Spell correctly.	✓			
L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓	✓
L.6.3a: Vary sentence patterns for meaning, reader/listener interest, and style.*			✓	
L.6.3b: Maintain consistency in style and tone.*			✓	
L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	✓			

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.6.4a: 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.	✓	✓		
L.6.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	✓			
L.6.4c: 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.	✓			
L.6.4d: 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).	✓			
L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓			
L.6.5a: Interpret figures of speech (e.g., personification) in context.	✓	✓	✓	
L.6.5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	✓			
L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	✓	✓	✓	✓
L.6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	✓