

Concept English  
2017/2018 Focus Standards\*  
6<sup>th</sup> Grade

Every unit includes the state standard that is equivalent to “Cite textual evidence; make inferences.” Also, our balanced approach requires a focus standard for each area in our unit. And units spiral, meaning teachers introduce many of the standards early in the year and then spiral back for mastery. **Units = 5 to 7 weeks.**

State	Unit #1	Unit #2	Unit #3	Unit #4	Unit #5	Unit #6
CCSS  Illinois, Michigan, Minnesota, Wisconsin	Reading Literature RL.6.3 Reading Information RI.6.3, RI.6.4 Speaking/Listening SL.6.1 Language L.6.4.A Writing W.6.2	Reading Literature RL.6.6 Reading for Information RI.6.2, RI.6.6 Speaking/Listening SL.6.1 Language L.6.4A, L.6.4.C Writing W.6.2	Reading Literature Reteach Unit 1 & 2 standards Reading Information RI.6.4, RI.6.5 Speaking/Listening SL.6.1.c, SL.6.4 Language L.6.4A Writing W.6.1.A, W.6.1.B	Reading Literature RL.6.4. (deeper reading tone/mood) Reading Information RI.6.3, RI.6.4, RI.6.5, RI.6.8 Speaking/Listening SL.6.1 Language L.6.4, L.6.5 Writing W.6.1.A-E	Reading Literature/Information Standards 7 and 9  Spiral back  Using evidence in oral speech and writing Writing W.6.8	Spiral A P P L I C A T I O N
Indiana  Vocabulary, Language skills, Writing, Grammar/ usage	Reading Literature 6.RL.2.3 Reading Information 6.RN.3.2 Speaking/Listening 6.SL.2.1 Vocabulary 6.RV.2.1 Writing 6.W.3.2.b	Reading Literature 6.RL.3.2 Reading Information 6.RN.2.2, 6.RN.3.3 Speaking/Listening 6.SL.2.1 Vocabulary 6.RV.2.1, 6.RV.3.1 Writing 6.W.3.2	Reading Literature Reteach Unit 1 & 2 standards Reading Information 6.RN.2.2, 6.RN.3.3 Speaking/Listening 6.SL.2.4, 6.SL.4.1 Vocabulary 6.RV.2.1, 6.RV.2.2, 6.RV.3.1 and2 Writing 6.W.3.1	Reading Literature 6.RL.3.2 (deeper reading tone/mood) Reading Information 6.RN.2.3, 6.RN.4.1 Speaking/Listening 6.SL.2.4, 6.SL.4.1 6.SL.4.2 Vocabulary 6.RV.2.1, 6.RV.3.1, 6.RV.3.2, Writing 6.W.3.1	Reading Information 6.RL.4.1, 6.RL.4.2 (Also literature)  Spiral back  Using evidence in oral speech and writing  Writing 6.W.3.2 Gathering data and paraphrasing	Spiral A P P L I C A T I O N
Missouri  Standards organized: Task as Reader, Task as Writer	Reading Literature 6.RL.2.D Reading Information 6.RI.1.C, 6.RI.2.A Speaking/Listening 6.SL.1.b Language Embedded in writing Writing 6.W.2.A.b	Reading Literature 6.RL.2.D Reading Information 6.RI.6.1.C, 6.RI.2.B Speaking/Listening 6.SL.1.A Language Embedded in writing Writing 6.W.2.A.b	Reading Literature Reteach Unit 1 & 2 standards Reading Information 6.RI.6.1.B, 6.RI.2.B Speaking/Listening 6.SL.1.A, 6.SL.1.B, and 6.SL.2.B, 6.SL.2.C Language Embedded in writing Writing 6.W.2.A.c	Reading Literature 6.RL.2.C(deeper reading tone/mood) Reading Information 6.RI.2.C, 6.RI.2.A, 6.RI.2.D Speaking/Listening 6.SL.1.B, 6.SL.2.(A-C) Language Embedded in writing Writing 6.W.2.A.c	Reading Information 6.RI.3.A, 6.RL.3 (Also literature)  Spiral back  Using evidence in oral speech and writing Writing 6.W.2.A.b Gathering data and paraphrasing	Spiral A P P L I C A T I O N
Ohio	Reading Literature RL.6.3 Reading Information RI.6.2, RI.6.5 Speaking/Listening SL.6.1 Language L.6.4.c Writing W.6.2	Reading Literature RL.6.6 Reading Information RI. 6.2ab, RI.6.6 Speaking/Listening SL.6.1 (a-c) Language L.6.4.c Writing W.6.2	Reading Literature Reteach Unit 1 & 2 standards Reading Information RI.6.4, RI.6.5 Speaking/Listening SL.6.1c, SL.6.3, SL.6.4 Language L.6.4c, L.6.5.a Writing W.6.1(a-c)	Reading Literature RL.6.4 (deeper reading fro tone/mood) Reading Information RI.6.3, RI.6.4, RI.6.5, RI.6.8 Speaking/Listening SL.6.1c. SL.6.4 Writing W.6.1.(a-c)	Reading Information RI.7.9  Spiral back  Using evidence in oral speech and writing Writing W.7.2 Gathering data and paraphrasing	Spiral A P P L I C A T I O N
Compare texts	Evidence = infer and analyze	Writing process Research standards	Research standards	Research standards	<b>SPIRAL back through sub-skills needed for mastery</b>	

\*Think of this as an overlay to the Curriculum Maps. Units cover multiple standards and are designed to spiral. The ability to use the focus standards and to determine other standards/skills that are needed for mastery depends on the students, reading levels, and data that is be used to show mastery.

NOTE: Missouri distinguished between inferring and making logical conclusions.