

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Activate prior knowledge and establish purposes for reading, and adjust the purposes while reading . (A4)	Activate schema. Generate questions . Select and apply an effective strategy for approaching reading based on the type of text and purpose for reading.		X		<ul style="list-style-type: none"> ▪ Activate prior knowledge of content, and fiction and non-fiction text structures to establish and adjust purposes for reading. ▪ Make predictions before reading based on prior knowledge of the topic, author, or genre. ▪ Use various graphic organizers to organize thinking. (e.g., semantic mapping, anticipation guide) ▪ Set purpose for reading and articulate a plan for monitoring own comprehension.
b. Monitor comprehension and apply appropriate strategies when understanding breaks down. (A4, A5)	Clarify for understanding. Utilize during reading strategies to monitor comprehension.		X	X	<ul style="list-style-type: none"> ▪ Make, confirm, and revise predictions during reading based on prior knowledge and evidence from the text (e.g., paraphrase, connect to schema, synthesize ideas) ▪ Use questioning strategies to comprehend text. ▪ Create elaborated images based on clues in the text to enhance comprehension. ▪ Monitor understanding of text using fix-up strategies (e.g., reread, think about meaning, reading on, sub-vocalizing, adjusting reading rate)

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c. Organize information in proper sequence to use in a summary. (A3)	Distinguish between relevant and irrelevant details. Summarize and retell orally and in writing.			X X	<ul style="list-style-type: none"> ▪ Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/ expository text. ▪ Summarize the plot / message in multi-cultural literature/ narrative texts.
d. Identify, use and explain text structures. (B1)	Identify text structure. Match graphic organizer to text structure. Use knowledge of text structure to select an appropriate graphic organizer.		X X	X	<ul style="list-style-type: none"> ▪ Recognize and use text organizational structures (sequential order, description, comparison and contrast, cause and effect, and main idea and details) to aid comprehension. ▪ Recognize and use text written in the text organizational structures of process/ procedural to find and organize information and comprehend text.
e. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. (B2, B3)	Revise and confirm predictions. Draw valid conclusions. Support conclusions with text evidence.		X X	X	<ul style="list-style-type: none"> ▪ Draw and justify conclusions from text based on evidence. ▪ Cite passages from text to confirm or defend predictions and inferences.
f. Make and justify inferences from explicit and/or implicit information. (A2)	Make valid inferences using prior knowledge and text evidence. Support inferences with text evidence and prior knowledge.		X X		<ul style="list-style-type: none"> ▪ Make inferences to construct meaning. ▪ Make and support judgments about text.

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Generate and respond to questions. (A2, A3, C2)	Identify a variety of question-answer relationships. Generate a variety of questions that demonstrate an understanding of the text. Support answers with text evidence.		X	X	<ul style="list-style-type: none"> ▪ Use Q.A.R. Strategies of Right There, Think And Search, On My Own, And Author And Me. ▪ Synthesize (using multiple strategies/multiple sources for new insight) to comprehend and respond to text.
b. Interpret information that is implied in a text. (B3)	Make valid inferences supported by text . Draw conclusions about story elements . Identify author's purpose and bias within a text.	X	X	X	<ul style="list-style-type: none"> ▪ Make and justify inferences from explicit and/or implicit information in text about theme, character traits, conflict, mood, tone, foreshadowing, etc. ▪ Cite passages from text to confirm or defend predictions and inferences. ▪ Explain various sub-genres of literary fiction based upon their characteristics (e.g., science fiction, fantasy, myths, legends, etc.)
c. Distinguish between fact and opinion. (B1)	Identify key words/phrases common to fact/opinion statements. Identify facts/opinions embedded in texts.		X	X	

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Make and support judgments about text. (B3, D2)	Find and interpret evidence from text in order to make a judgment. Synthesize information order to make a judgment about text. Reflect on text to make judgments about its meaning and quality.		X X X		<ul style="list-style-type: none"> ▪ Make and support judgments about text (e.g., fact and opinion). ▪ Use multiple sources of information from the text (e.g., character’s own thoughts/ words, what others say about the character, and how others react tot the character) to describe how a character changes over time or how the character’s actions contribute to the problem. ▪ Take a position regarding a topic/ issue in text read, heard, or viewed and support it with evidence from the text.
e. Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections. (C1, C2)	Use prior knowledge to make meaningful text connections. Identify and select relevant information within text to support text connections.		X X		<ul style="list-style-type: none"> ▪ Connect current issues, previous information, and experiences to characters, events, and information within and across various types of texts.
f. Identify and discuss the underlying theme or main idea in text. (A1)	Identify common themes found in fictional texts. Determine themes found in fictional text. Determine main idea(s) in nonfiction/informational text.			X X X	<ul style="list-style-type: none"> ▪ Determine the importance of ideas (main ideas, details, and themes) in texts. ▪ State both literal and/or inferred main ideas and provide supporting text-based details. ▪ Identify common recurring themes in literature, including books by the same author or different authors (e.g., love, friendship, and good versus evil, prejudice) and support with evidence from the text. ▪ Identify the major actions that define the plot and how actions lead to conflict or resolution.

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
g. Choose a variety of genres to read for personal enjoyment.	Determine genre-specific characteristics to select books to read. Read a variety of genres.		X	X	<ul style="list-style-type: none"> ▪ Choose a variety of genre to read, hear, view, and write for personal enjoyment. ▪ Recommend books to others and explain the reason for the recommendation. ▪ Set reading goals, create a plan to meet those goals, and monitor progress. ▪ Maintain a reading log.

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	I	T	R	Instructional Focus
a. Use phonetic, structural, syntactical and contextual clues to read and understand words. (A5)	Use structural analysis to decode and understand the meaning of unknown words. Use context clues to decode and understand the meaning of unknown words.			X X	<ul style="list-style-type: none"> ▪ Use letter-sound correspondence, structural analysis, and analogy to decode grade-appropriate unfamiliar words, including content words.
b. N/A					
c. Analyze the meaning of words and phrases in context. (A5)	Use context clues to understand vocabulary words and phrases. Identify subtle differences in word meanings. Use context clues to determine the meaning of commonly confused words.		X X X		<ul style="list-style-type: none"> ▪ Analyze the meaning of words in context. ▪ Use prior knowledge, text context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. ▪ Use word origins to determine the meaning of unknown words. ▪ Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., process, procession). ▪ Use structural analysis to understand new words and concepts in informational/expository text and literary/narrative text.

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Develop new vocabulary through listening, speaking, reading and writing. (A5)	Use strategies to develop an extensive vocabulary. Incorporate new vocabulary when communicating orally and in writing.			X X	<ul style="list-style-type: none"> ▪ Use dictionaries, thesauruses, and glossaries to find or confirm word meanings. ▪ Use new vocabulary in oral and written communication.
e. Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.). (A5)	Use definition strategies to understand the meaning of words in content areas. Use contextual, syntactic, and structural analysis strategies to decode and understand the meaning of content vocabulary.		X X		Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.
f. Read with fluency.	Read grade level texts with fluency.			X	<ul style="list-style-type: none"> ▪ Read aloud grade-level informational/ expository text and literary/ narrative text accurately, using appropriate pacing, phrasing, and expression. ▪ Read aloud unpracticed grade-level texts at 145-155+ words per minute. ▪ Adjust reading rate based on purpose, text difficulty, and prior knowledge.

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Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.4 Students communicate with others to create interpretations and evaluations of written, oral, and visual texts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	I	T	R	Instructional Focus
a. Respond to the ideas of others and recognize the validity of differing views. (D2, D3)	Identify and evaluate the authors' or speakers' points of view. Recognize that a single text may elicit a wide variety of responses. Develop personal response and provide support for own conclusions.		X		<ul style="list-style-type: none"> ▪ Play a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator). ▪ Ask questions to seek elaboration and clarification of ideas. ▪ Reflect upon what has been learned after reading and formulates ideas, opinions, and personal responses to texts. ▪ Pose questions, listen to the ideas of others, and contribute own information to group discussions, panel discussions and interviews.
b. Persuade listeners about judgments and opinions of works read, written and viewed. (A2, D2, D3)	Develop valid conclusions about themes or information in a text and provide support to convince others of that position.			X	<ul style="list-style-type: none"> ▪ State and maintain a focus, firm judgment, or point of view and offer text based reasons when convincing others of the validity of a personal opinion about texts. ▪ Share opinions and judgments with others based on texts.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

Differentiate the various genre elements found in informational text and fiction.

CT LA Framework/ CMT Strand	Mansfield Grade 6 Curriculum Objectives	I	T	R	Instructional Focus
a. Discuss the impact of literary conventions on meaning. (B2)	Define literary conventions. Identify literary conventions in fiction. Use conventions to determine meaning within text.		X X X		<ul style="list-style-type: none"> ▪ Recognize the impact of literary conventions on meaning (e.g., dialect).
b. Identify and analyze the differences between the structures of fiction and nonfiction. (A1, B1)	Identify and analyze the author's use of structure and organizational patterns. Identify the specific structures of various genres.		X	X	<ul style="list-style-type: none"> ▪ Explain the influence of setting on character and plot. ▪ Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs (e.g., given a map of the world, draw conclusions about why early civilizations thrived where they did). ▪ Explain how specific text features help you understand a selection (e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary).

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Discuss what makes a text engaging and appealing to a reader. (C1, C2)	State an opinion about a text or character using information from the text as support.			X	<ul style="list-style-type: none"> ▪ Explain how the author’s use of word choice, sentence structure and length, and/ or literary devices contributes to imagery, suggest a mood, or otherwise influences an audience. ▪ Determine the author’s target audience and cite examples of details, facts, and/ or arguments that appeal to that audience.
d. Identify literary techniques that an author uses that contribute to the meaning and appeal of texts. (B2)	Identify literary techniques that an author uses that contribute to the meaning and appeal of texts.			X	<ul style="list-style-type: none"> ▪ Identify and discuss elements of author’s craft, including humor, point of view, simile, metaphor, personification, imagery, word choice, onomatopoeia, and style. ▪ Identify literary devices such as irony and sarcasm and explain how they make the story more interesting and/ or convey a message. ▪ Identify literary techniques that contribute to the meaning and aesthetic value of texts (e.g., simile, personification, humor, metaphor, idiom, imagery, exaggeration, and dialogue) and explain how they make the story more interesting and/ or convey a message.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.2 Students explore multiple responses to literature.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop and discuss multiple responses while reading, listening or viewing texts. (A3, D2)	Develop multiple responses by raising questions about text and story parts. Participate in discussions to listen to alternative viewpoints. Identify changes in personal responses as a text develops.		X	X	<ul style="list-style-type: none"> ▪ Write in response to literature (e.g., respond to significant issues in a log or journal, answers discussion questions, anticipate and answer a reader's questions, write a summary of a book, describe an initial impression of a text, state an interpretive, evaluative, or reflective position; draw inferences about the effects of the work on an audience). ▪ Participate in discussions. ▪ Make oral presentations (e.g., use notes and outlines; use organizational pattern that includes preview, introduction, body, transitions, conclusion; use a clear point of view; use evidence and arguments to support opinions; use visual media) about texts read, heard or viewed.
b. Develop a critical stance and cite evidence to support the stance. (B3, C2, D2)	Use stated or implied evidence from the text to draw and / or support a conclusion.		X		<ul style="list-style-type: none"> ▪ Draw a conclusion from grade-level text about what is the most important idea the author is trying to make in the story/poem/selection. ▪ Evaluate the quality and value of a text based on self-selected or identified criteria.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Discuss and analyze how characters deal with diversity of human experience and conflict. (C1)	Identify various character responses to different situations including conflict. Connect these responses to other cultural experiences and historical periods.	X	X		<ul style="list-style-type: none"> ▪ Analyze how characters in a text deal with diversity (e.g., culture, ethnicity) and conflicts of human experience; relating these to real life situations. ▪ Compare and contrast the same conflict from the point of view of two different characters. ▪ Compare the feelings of the author's and/or characters as expressed in multiple texts.
b. Compare and contrast ideas, themes, and/or issues across classical and contemporary texts. (A1, D3)	Determine main idea and theme from a variety of texts. Compare and contrast author's stance across a variety of texts.		X	X	<ul style="list-style-type: none"> ▪ Find the similarities and differences in how an idea or concept is expressed in multiple texts. ▪ Find similarities and differences within and between texts using text-based evidence (e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and editorial. ▪ Interpret cause and effect relationships within a text (e.g., how the time period of the novel affects the character's behavior).

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Compare, respond and interpret texts that represent many multicultural experiences. (C2, D3)	<p>Listen to and/or read a variety of texts that emphasize values, customs, ethics, and beliefs in order to understand a multi-cultural world.</p> <p>Compare the information from multicultural text to personal experiences, other texts, and the world.</p> <p>Select, synthesize, and use relevant information to personally respond to and interpret text.</p>			<p>X</p>	<ul style="list-style-type: none"> ▪ Understands similarities and differences within and among literary works from various genre and cultures (e.g., in terms of settings, character types, events, point of view; role of natural phenomena).

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize and discuss an author's values, ethics and beliefs included in many texts. (D1, D3)	Read a variety of text to understand other cultural and historical periods. Demonstrate an awareness of an author's customs and beliefs included in a text.		X		<ul style="list-style-type: none"> ▪ Identify and explain when an author uses opinion to make a point. ▪ Understand how the author's experiences, values, ethics, and beliefs influence text.
b. Discuss how the experiences of an author might influence the text. (D3)	Identify how experiences and interests of the author are embedded within the text.		X		<ul style="list-style-type: none"> ▪ Understand how the social, cultural and historical context contributes to an author's perspective.
c. Discuss how the experiences of a reader influence the interpretation of a text. (B3, C1)	Identify how the experiences and interests of the reader help to interpret the text.		X		<ul style="list-style-type: none"> ▪ Draw a conclusion about how a text might be useful to someone who wanted to do something related to the information and provide details to support the answer.
d. Discuss themes and connections that cross cultures. (D2, D3)	Develop and identify multicultural themes. Compare and contrast multicultural themes across texts.		X		
			X		

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature. (C2, D3)	Interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature.		X		<ul style="list-style-type: none"> ▪ Develop an awareness of culture and history reflected in text.
f. Analyze how authors, illustrators and filmmakers express political and social issues. (D1, D3)	Analyze how authors, illustrators and filmmakers express political and social issues.		X		<ul style="list-style-type: none"> ▪ Describe the intended effects of persuasive devices and propaganda techniques (e.g., bandwagon, exaggerated claims, peer pressure, repetition, and testimonials/ endorsements). ▪ Identify and explain the author's purpose for writing a particular text. ▪ Knows characteristics of a wide range of media (e.g., television news favors messages that are immediate and visual, news photographs favor messages with an emotional component). ▪ Understands how the type of media affects coverage of events or issues (e.g., how the same event is covered by the radio, television, and newspapers; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events). ▪ Understands techniques used in visual media to influence or appeal to a particular audience (e.g., production techniques, such as designing a news program as entertainment; persuasive techniques, such as glittering generalities; subliminal messages; narrative style).

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use oral language with clarity and voice to communicate a message.	Use oral language skills effectively.		X		<ul style="list-style-type: none"> ▪ Use oral language with clarity, voice, and fluency to communicate ideas, judgments and opinions in oral presentations, speeches and performances. ▪ Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions. ▪ Make oral presentations that show appropriate consideration of audience, purpose, and information to be conveyed.
b. Listen to or read a variety of genres to use as models for writing in different modes. (CMT writing prompt)	Identify and analyze the characteristics of text as models of writing. Listen to or read a variety of genre to use as models for writing.		X	X	<ul style="list-style-type: none"> ▪ Listen to or read a variety of genres from various cultural traditions to use as models for writing in different modes. ▪ Write in forms associated with specific tasks or careers (e.g., application for student body office, presentation software as a visual aid).

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
c. Use the appropriate features of persuasive, narrative, expository or poetic writing.	Demonstrate strong organizational strategies and craft appropriate to the selected mode of writing.		X		<ul style="list-style-type: none"> ▪ Use the appropriate features of narrative, expository, persuasive, journalistic, poetic, and additional creative formats when writing, speaking and presenting. ▪ Include more than one mode within a piece to address a purpose (e.g., descriptive details or narrative anecdote within and explanation). ▪ Include more than one form/genre in a single piece (e.g., a report about global issues that includes captions with pictures, charts, and a journal excerpt). ▪ Recount: memoirs ▪ Narrative: fantasy, science fiction, myths ▪ Procedure: inquiry/problem solving project ▪ Report: research report, literary analysis including theme ▪ Explanation: science/social studies based essays ▪ Persuasive: essays that persuade, incorporate research and information ▪ Poetry: limericks and other classical formats

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination.	Produce a variety of written work in various modes.		X		<ul style="list-style-type: none"> ▪ Ideas: anticipate readers' questions and writes accordingly: narrow topic with controlling idea (e.g., from general topic such as baseball, to a specific topic, such as "The Yankees are my favorite baseball team."); select details relevant to the topic to extend ideas and develop elaboration (e.g., multiple examples, anecdotes, statistics); use personal experiences, observations and research to support opinions and ideas (e.g., data relevant to the topic to support conclusions in math, science, or social studies; use appropriate anecdotes to explain or persuade), and vary method of developing character (e.g., how the character looks, talks, acts, and thinks) and setting (e.g., develops setting as character changes location) in narratives. ▪ Organization: write to pursue a personal interest, to explain or to persuade; write to analyze literary texts ;write to learn (e.g., science notebooks, math logs, reading response journal, reflection, and self-assessment);write for more than one purpose using the same form; include more than one mode within a piece to address a purpose; write unified cohesive paragraphs; construct an introduction using varying approaches; construct an ending conclusion that goes beyond restating the introduction.

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination. (continued)	Produce a variety of written work in various modes. (continued)		X		<ul style="list-style-type: none"> ▪ Organization (cont.): vary leads, endings, and types of conflicts; sequence ideas and use transitions (e.g., degree transitions, such as most important and least important, within and between paragraphs). ▪ Word choice: select and use precise and specialized language in content writing (e.g., hypothesis in both science and social studies, hydration in fitness and health); select and use persuasive techniques (e.g., testimonials, bandwagon); use literary devices (e.g., simile metaphor, personification); use poetic devices (e.g., repetition, rhythm, and rhyme schemes) and search for alternatives to commonly used words. ▪ Voice: use purpose, point of view, and audience to determine an appropriate written, oral or visual format; identify an intended audience and include information audience needs to know (e.g., define scientific terms, make no assumption of reader's prior knowledge); support a position in persuasive text from first person or third person point of view; write in a character's voice; explain a historic event from the point of view of a participant in that event.

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Write to delight in the imagination. (continued)	Produce a variety of written work in various modes. (continued)		X		<ul style="list-style-type: none"> ▪ Fluency: Write a variety of sentence lengths; write a variety of sentence structures (e.g., uses phrases and clauses); ; use rhythm and cadence in sentences and lines to influence meaning in prose and poetry (e.g., "The drums / beat on and on and on."); may use fragments in dialogue as appropriate. ▪ Conventions: strong independent use of conventions.

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	I	T	R	Instructional Focus
a. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Write for a specific purpose. Use a format appropriate to audience, purpose and task.		X		<ul style="list-style-type: none"> ▪ Determine purpose, and audience, and choose and appropriate written, oral or visual format.
b. Choose from a range of strategies to generate and develop ideas for a variety of writing, speaking and visual activities. (C2)	Use strategies to generate and develop ideas for a variety of purposes.		X		<ul style="list-style-type: none"> ▪ Planning: generate ideas prior to organizing them and accordingly adjust prewriting strategies (e.g., brainstorms a list, selects relevant ideas/ details to include in piece of writing, uses a storyboard); maintain a journal or electronic log to collect and explore ideas; record observations, dialogue, and/ or description for later use as a basis for literary or informational writing; use a variety of prewriting strategies (e.g., story mapping, listing, jotting, outlining), and gather information form a range of resources; use an organizer to synthesize and/or evaluate information prior to writing. ▪ Drafting: refer to prewriting plan; draft by hand and/or electronically; reread text and continue draft over time.

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Choose from a range of strategies to generate and develop ideas for a variety of writing, speaking and visual activities. (C2) (continued)	Use strategies to generate and develop ideas for a variety of purposes. (continued)				<ul style="list-style-type: none"> ▪ Reflecting: identify author's craft in peers' writing and critiques the effectiveness; explains strengths and weaknesses of own writing using criteria (e.g., rubrics, anchor papers, checklists, 6-trait scoring guides); rereads own work for the craft of writing (e.g., sentence openings, and variety).
c. Revise texts for organization, elaborate, fluency and clarity. (Editing and Revising)	Draft and revise texts for organization, elaboration, fluency and clarity.		X		<ul style="list-style-type: none"> ▪ Revising: revise texts for content, organization, and tone (e.g., topic sentence, run-ons, awkward construction, word choice); reread work several times and have a different focus for each reading (e.g., adding transitions, deleting unnecessary details, identifying areas where evidence is lacking); seek and consider feedback from adults and peers; use multiple resources regularly to identify needed changes (writing guide, criteria, checklist, adult, thesaurus).
d. Research information from multiple sources for a specific purpose. (C2)	<p>Understand that there are multiple sources available.</p> <p>Research information from multiple sources for a specific purpose.</p> <p>Organize and synthesize information from multiple sources.</p>			X	<ul style="list-style-type: none"> ▪ <i>This section will be copied directly from existing Mansfield Information/ technology curriculum</i>

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Evaluate the validity and authenticity of source of information.	Discuss the criteria for evaluating sources. Evaluate the validity and authenticity of sources of information.		X		<ul style="list-style-type: none"> Examine text for relevancy (e.g. date of publication, bias of author, organization of text)
f. Publish and/or present final product in a myriad of ways including the use of art and technology.	Publish and/or present final products in a variety of ways. Use visuals and technology, as appropriate, to produce and/ or support presentations		X		<ul style="list-style-type: none"> Publishing/ Presenting: publish or present final products in a variety of ways (e.g., trifold display, brochure, informational posters); publish using a range of graphics an illustrative material (e.g., photos, charts, graphs, diagrams, maps); publish in appropriate form (e.g., slide show) and format (e.g., slide layout, color, font, key words and phrase instead of whole sentences) for visual and dramatic presentations and use different technologies to produce final product.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.1 Students use knowledge of their language and culture to improve competency in English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used. (C1)	Read, listen to and tell stories from a variety of cultures. Identify similarities and differences in the way language is used.		X		<ul style="list-style-type: none"> ▪ Understand that language reflects different regions and cultures (e.g., sayings; expressions; usage; oral traditions and customs; historical, geographical, and societal influences on language).
b. Recognize and understand variations between language patterns used in their homes and in school.	Use Standard English. Determine when a particular pattern is appropriate to use in speaking and/or writing. Notice similarities and differences in vocabulary and language structure.			X	<ul style="list-style-type: none"> ▪ Analyze how dialects are reflected in slang, jargon, and language styles of different groups and individuals. ▪ Understands the ways in which language differs across a variety of social situations (e.g., formal and informal speech in different social situations, use of jargon by sports commentators to make listeners feel like insiders).

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.2 Students speak and write using standard language structures and diction appropriate to the audience and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use sentence patterns typical of spoken and written language to produce text. (Editing and Revising).	Use sentence patterns of spoken and written language to produce text.		X		<ul style="list-style-type: none"> ▪ Speak and write in complete sentences to communicate a message. ▪ See 3.1d
b. Evaluate the impact of language as related to audience and purpose.	Evaluate the impact of language as related to audience and purpose.		X		<ul style="list-style-type: none"> ▪ Evaluate strategies used by speakers in oral presentations (e.g., persuasive techniques, verbal messages supported by nonverbal techniques, effect of word choice, use of slanted or biased material). ▪ Anticipate audience's questions and writes accordingly ▪ Use oral language with clarity, voice and fluency to communicate ideas, judgments, and opinions in presentations and performances.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.3 Students use Standard English.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 6 Curriculum Objectives	I	T	R	Instructional Focus
a. Recognize the difference between Standard and Non-Standard English and use language appropriately. (Editing and Revising)	Recognize the difference between Standard and Non-Standard English and use language appropriately.		X		<ul style="list-style-type: none"> ▪ Use Standard English when speaking in school. ▪ Recognize and generally use oral language conventions, such as structures of Standard English.
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (Editing and Revising)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate.		X		<ul style="list-style-type: none"> ▪ Use capitalization, punctuation, and usage rules from pervious grades. ▪ Capitalize languages, races, nationalities, and religions. ▪ Use commas to set off direct address (e.g., Mom, may I go to the movies?) ▪ Use apostrophe to show quotation within a quotation in dialogue (e.g., He said, "Mom said, 'Clean your room.'"). ▪ Use parenthesis (e.g., A hypothesis (prediction) is a critical component...). ▪ Use a semi-colon between two independent clauses connected by a conjunctive verb (e.g., I studied late into the night; consequently, I passed the test). ▪ Show agreement of pronoun and its referent. ▪ Maintain consistent person.

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 6 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)		X		<ul style="list-style-type: none"> ▪ Use parallel construction when listing verbs particularly in technical and informational writing. (e.g., A scientist observes, hypothesizes, and analyzes.) ▪ Use paragraph conventions. ▪ Provide detailed labeling, captions, headings, and subheadings as appropriate. ▪ Cite sources according to prescribed format. ▪ Use resources to correct own spelling. ▪ Use spelling rules and patterns from previous grades. ▪ Use multiple strategies to spell (e.g., visual patterns, sound patterns, affixes, rules). ▪ Self-correct spelling errors. ▪ Maintain consistent size, spacing, and formation in printing or cursive handwriting, especially in published work.
c. Use resources for proofreading and editing. (Editing and Revising)	Use resources for proofreading and editing.		X		<ul style="list-style-type: none"> ▪ Editing: Identify and correct errors in conventions: edit texts for capitalization (e.g., common nouns, titles of people, letter opening and closing), punctuation (e.g., end marks, apostrophe), usage (e.g., subject/verb agreement, pronoun reference), spelling grade appropriate words; use multiple resources regularly (e.g., dictionary peers, adult, thesaurus), proofread final draft for errors.