

6th Grade



A Teacher's Guide to the PARCC Model Content Frameworks

English Language Arts/Literacy
Common Core State Standards

Model Content Frameworks

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The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

Reading complex texts:

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources:

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

Conducting and reporting on research:

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening:

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students’ needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

The Letter and Spirit of 6th Grade.....

Reading

- ❖ Read grade-appropriate complex literature and informational text (RL/RI.6.10) while furthering developing the ability to cite textual evidence to support analysis (RL/RI.6.1).
- ❖ Explain how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence.
- ❖ Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas.
- ❖ See RL/RI 6.2-9 for detailed expectations.

Speaking/Listening

- ❖ Share their findings in class discussions, practicing how logically to sequence ideas and highlight themes and key details they find most persuasive.
- ❖ Students' vocabularies will expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words.

Writing

- ❖ Students will be increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence.
- ❖ Students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic.
- ❖ Students must take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

Literacy Standard for Other Disciplines in Grade 6-8



- ❖ Instruction in reading, writing, speaking, listening and language is a **SHARED RESPONSIBILITY** within schools.
- ❖ All fields of study demand analysis of complex texts
- ❖ All fields of study require use of strong oral and written communication skills using discipline-specific discourse

All fields of study must build robust instruction around discipline-specific literacy skills to better prepare students for college and careers.

Skills to Be Integrated Throughout the Year

Analyze Content

Students should carefully gather observations about a text, examining its meaning thoroughly and methodically. Teachers should encourage students to read and reread deliberately. (RL/RI.6.2-9 and SL.6.2-3)

Conduct Discussions

Students should engage effectively in a range of collaborative discussions (one-on-one, small group, teacher-led), building on others' ideas and expressing their own based on evidence. Students ask and respond to specific questions as well as review key ideas expressed and demonstrate understanding through reflection and paraphrasing. (SL.6.1)

Study and Apply Grammar

While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write, and speak, guided by L.6.1-3.

Cite Evidence

Students should explicitly refer to the text when both explaining it and making inferences. (RL/RI.6.1)

Report Findings

Students should use appropriate eye contact, adequate volume and clear pronunciation when orally presenting claims in a logical, coherent manner to accentuate main ideas or themes.

Study and Apply Vocabulary

Students should be given 5-10 Tier 2 academic words per week for each text (L.6.4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking.

Examples of Informational texts: exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts

Examples of Literature: adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics

6th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

1st Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



Extended Text

Literature or literacy nonfiction - 1 (novel or play)



3-5 Short Texts (3-4 weeks)	
Literature 2-3	Draw ample evidence from texts
Informational Texts 1-2	Present analyses in writing as through speaking

Connect the extended text to 1 or more short texts.

1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Writing About Texts – 70% Analytical – Balance of Argument & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – 4-6 Analyses That Focus on Arguments*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the year, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

Writing Extended Research Projects* (Research aligned to the standards could take 1-2 weeks of instruction)

- Write one extended research project that addresses a topic/problem/issue
- Gather and synthesize relevant information from several additional literary or informational texts in various media and formats.
- Assess the credibility of each source
- Effectively and accurately quote or paraphrase sources
- Incorporate basic bibliographic information in research
- Present findings in a variety of modes in both informal and formal argumentative or explanatory contents in writing or oral formats

*** Beneficial if the project connects to a short or extended text.**

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

6th Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



Literature 2-3	3-5 Short Texts (3-4 weeks) Draw ample evidence from texts Present analyses in writing as well as through speaking.
Informational Texts 1-2	

Connect the extended text to 1 or more short texts.

Extended Text

Informational Texts



1 Extended Text (2-3 weeks) Perform a close, analytic reading Compare and synthesize ideas across other related texts Conduct text-focused discussions Produce written work	
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Writing About Texts – 70% Analytical – Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses- 4-6 Analyses That Focus on Informative/Explanatory*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the year, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

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Optional model to consider when constructing a year long course of instruction.

4th Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



Literature 2-3	3-5 Short Texts (3-4 weeks) Draw ample evidence from texts and Present analyses in writing as well as through speaking.
Informational Texts 1-2	

Connect
the
extended
text to 1 or
more short
texts.

Extended Text

Informational Texts



1 Extended Text (2-3 weeks)	
Perform a close, analytic reading	
Compare and synthesize ideas across other related texts	
Conduct text-focused discussions	
Produce written work	

Writing About Texts – 70% Analytical – Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revising writing tasks

Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – 4-6 Analyses That Focus on Arguments*

- Use evidence and craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft multiparagraph responses
- Within the course of the **year**, writing should include comparative analysis and compositions that share findings from the research project

*** Teachers should assess students' ability to paraphrase, infer and integrate ideas about which they have read.**

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*** Beneficial if the project connects to a short or extended text.**

Writing Narratives - 30%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
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Writing Standards Progression from Grade 5 to Grade 6

In grade 6, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of three pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.6.1-3).

Specific changes in the Writing Standards from grade 5 to grade 6 are highlighted in the chart below:

Grade 5, Standard 1 (W.5.1)	Grade 6 Standard 1 (W.6.1)
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. 	<p>Write <u>arguments to support claims with clear reasons and relevant evidence</u>.</p> <ol style="list-style-type: none"> a. Introduce <u>claim(s)</u> and <u>organize the reasons and evidence clearly</u>. b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</u>. c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</u>. d. <u>Establish and maintain a formal style</u>. e. Provide a concluding statement or section <u>that follows from the argument presented</u>.
Grade 5, Standard 2 (W.5.2)	Grade 6, Standard 2 (W.6.2)
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>Write informative/explanatory texts to examine a topic and convey ideas, <u>concepts</u>, and information <u>through the selection, organization, and analysis of relevant content</u>.</p> <ol style="list-style-type: none"> a. Introduce a topic; <u>organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</u>; include formatting (e.g., headings), <u>graphics (e.g., charts, tables)</u>, and multimedia when useful to aiding comprehension. b. Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples. c. <u>Use appropriate transitions to clarify the relationships among ideas and concepts</u>. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. <u>Establish and maintain a formal style</u>. f. Provide a concluding statement or section <u>that follows from the information or explanation presented</u>.

Grade 5, Standard 3 (W.5.3)	Grade 6, Standard 3 (W.6.3)
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>Write narratives to develop real or imagined experiences or events using effective technique, <u>relevant</u> descriptive details, and <u>well-structured</u> event sequences.</p> <ol style="list-style-type: none"> <u>Engage and</u> orient the reader by establishing a <u>context</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally <u>and logically</u>. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, <u>and/or characters</u>. Use a variety of transition words, phrases, and clauses <u>to convey sequence and signal shifts from one time frame or setting to another</u>. Use <u>precise</u> words and phrases, <u>relevant descriptive details</u>, and <u>sensory language</u> to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
Grade 5, Standard 4 (W.5.4)	Grade 6, Standard 4 (W.6.4)
<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Produce clear and coherent writing in which the development, organization, <u>and style</u> are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
Grade 5, Standard 5 (W.5.5)	Grade 6, Standard 5 (W.6.5)
<p>With 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 5 on pages 28 and 29.)</p>	<p>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 an including grade 6 on page 52.)</p>
Grade 5, Standard 6 (W.5.6)	Grade 6, Standard 6 (W.6.6)
<p>With some guidance and support from adults, 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 two pages in a single sitting.</p>	<p>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 <u>three pages</u> in a single sitting.</p>

Grade 5, Standard 7 (W.5.7)	Grade 6, Standard 7 (W.6.7)
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects <u>to answer a question, drawing on</u> several sources <u>and refocusing the inquiry when appropriate</u> .
Grade 5, Standard 8 (W.5.8)	Grade 6, Standard 8 (W.6.8)
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Gather relevant information from <u>multiple</u> print and digital sources; <u>assess the credibility of each source; and quote</u> or paraphrase <u>the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</u> .
Grade 5, Standard 9 (W.5.9)	Grade 6, Standard 9 (W.6.9)
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast <u>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</u>”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “<u>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</u>”).</p>
Grade 5, Standard 10 (W.5.10)	Grade 6, Standard 10 (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.	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

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Grade 5, Standard 5 (SL.5.5)	Grade 6, Standard 5 (SL.6.5)
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations <u>to clarify information.</u>
Grade 5, Standard 6 (SL.5.6)	Grade 6, Standard 6 (SL.6.6)
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28-29 for specific expectations.)	Adapt speech to a variety of contexts and tasks, <u>demonstrating command of</u> formal English when <u>indicated or</u> appropriate. (See <u>grade 6</u> Language standards 1 and 3 on page <u>52</u> for specific expectations.)

Model Content Framework

English Language Arts/Literacy

For more information visit
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