



2024 ENGLISH STANDARDS OF LEARNING

Grade 6 Instructional Guide

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Superintendent of Public Instruction

Dr. Lisa Coons

Deputy Superintendent of Teaching & Learning

Em Cooper

Assistant Superintendent of Instruction

Dr. Michelle Wallace

Office of Humanities

Jill Noguerras, Associate Director of English Literacy K-12
Colleen Cassada, Secondary English Literacy Coordinator
Ellen Frackelton, Elementary PK-5 Reading/Literacy Coordinator
Amanda Hassell, Early Literacy Specialist
Emily McMillen, English Division Support Specialist
Ciara Stamper, Secondary Intervention Specialist

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GUIDANCE OVERVIEW

The [2024 English Standards of Learning](#) ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, teachers can support student comprehension and increase experiences that allow students to strengthen literacy skills and understand content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other, literacy standards are not meant to be taught in isolation. When Grade 6 students engage with complex literary texts (RL), they also practice communicating (C), writing (W and LU), and building vocabulary (RV), all within a literacy genre. The same integration of skills is true as Grade 6 students read complex, grade level informational text (RI). While reading informational text, students will respond through discussion and access the communication standards (C) as well as in writing (W) and draw several pieces of evidence to support reading information text (RI).

This guidance document provides considerations and approaches that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators previewing students' current levels and future objectives using the "Side-by-Sides" and "Progression Charts." Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators can utilize the suggested considerations and instructional approaches to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides suggested or sample thematic and/or cross-content area connections to extend student learning and deepen their understanding.

Text Sets

Text sets are a collection of conceptually related texts of various genres and types (e.g., articles, literary texts, poems, technical texts) organized around topics of study to build knowledge and vocabulary. They expose students to different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English Standards of Learning and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board

policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge.

Example:

Sample Text Set	Disciplinary Connections
<p>Theme: <i>Finding Your Place</i> Literary: <i>Bud, Not Buddy</i> — Christopher Paul Curtis Informational: “An Overview of the Great Depression” (1020L) — Jessica McBirney Literary: <i>From Scratch</i> — Susie Castellano Literary (Poem): <i>Mother to Son</i> — Langston Hughes</p>	<ul style="list-style-type: none"> • The example thematic unit, “Finding Your Place,” supports connections to the 2023 Grade Six United States History: 1865-Present <i>Standards of Learning</i>. <ul style="list-style-type: none"> ○ Consider questions about the causes and impact of the Great Depression, the art and music of the 1920s and 1930s, and the rise of organized labor (<i>USII5.F, USII5.E, and USII3.C</i> of the <i>History and Social Science Standards of Learning</i>). • Consider using primary sources such as photographs or excerpts to help students build background knowledge and conceptual understanding of the time period. For example, use excerpts from “Inside the Hoovervilles of the Great Depression, 1931-1940.”

The included text sets are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining text sets and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division. The texts suggested in this guide can be modified and/or rearranged to support the needs of the students in any classroom.

INSTRUCTIONAL GUIDE QUICK LINKS:

- [Developing Skilled Readers and Building Reading Stamina](#)
- [Reading and Vocabulary](#)

- [Reading Literary Text](#)
- [Reading Informational Text](#)
- [Writing and Language Usage](#)
- [Communication & Multimodal Literacies and Language Usage](#)
- [Research | Grade 6 - Instructional Guide](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

6.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding when necessary (**Reading Fluency, K-12**).
- Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- When responding to text through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity level so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 6 Understanding the Standards- Developing Skilled Readers and Building Reading Stamina](#)

READING & VOCABULARY | GRADE 6 – INSTRUCTIONAL GUIDE

Prior to teaching the Grade 6 Reading & Vocabulary standards, review:

- [Progression Chart - Reading and Vocabulary](#)
- [Grades 5-7 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading and Vocabulary in the 2024 English Standards of Learning.

- [LINK- Grade 6 Understanding the Standards- Reading and Vocabulary](#)

Teacher’s Note:

- Use the Grade 6 Understanding the Standards.
- In Grade 6, vocabulary instruction should be integrated into reading, writing, and discussion of relevant topics and concepts.
- Words should be pulled from student reading rather than from prescribed lists and should not be taught in isolation.
- Provide opportunities for students to use context and sentence structure to identify and clarify meanings of unfamiliar words and to explore the relationships between words, enriching their understandings of new words and concepts from their reading.
- Students will continue the study of word origins and Greek/Latin roots, as they explore words encountered in class texts.
- Continue to provide instruction on figurative language, allowing students to explain construction and meaning of specific examples from class texts.

Reading and Vocabulary

6.RV The student will systematically build vocabulary and word knowledge based on grade six content and texts.

6.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and

discussing a variety of grade-six texts and topics.

- B. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
- C. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
- D. Use the relationship between particular words, including synonyms and antonyms to better understand each word.
- E. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
- F. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.
- G. Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations.
- H. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Within the selected literary or informational text <i>6.DSR.D – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> • Vocabulary taught is dependent on the text. Plan for ways to build students’ vocabulary and add to students’ understanding of etymology. • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of</i> 	<ul style="list-style-type: none"> • Choose a series of conceptually related texts within a thematic unit to expose students to high level vocabulary to build background knowledge and strengthen their understanding of a concept. • When possible, use a series of texts that allow students multiple opportunities to apply knowledge of roots and affixes to predict the meaning of words, clarify the meaning of unfamiliar words, and explain the construction and meaning of figurative language (6.RV.1B, 6.RV.1C, 6.RV.1E). • Facilitate multiple opportunities for students to use and practice newly learned word and phrases in speaking

	<i>Learning-p.105).</i>	and writing activities (6.RV.1H).
<p>Connect to Previously Read/Related Text to Build Knowledge and Vocabulary Understanding 6.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge? 	<ul style="list-style-type: none"> • Prior to reading, facilitate opportunities for students to activate and share background knowledge of unit concepts and content specific vocabulary (roots, affixes, figurative language) via reflective writing and discussion. • Provide opportunities for students to explore and build background knowledge around the historical, social, and cultural contexts that may be needed to understand an author’s word choice (6.W.1D, 6.C.1A). • Call attention to high utility vocabulary that appeared in previously read informational and literary texts (words that may be transferable across units or other content areas).
<p>Skills in Practice 6.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Select and pre-teach before reading: <ul style="list-style-type: none"> ○ High utility vocabulary words that are transferable across content areas and that cannot be determined using context and sentence structure. ○ Content specific vocabulary that is necessary for building conceptual understandings within and between paired texts. • Model annotation and think aloud strategies for: <ul style="list-style-type: none"> ○ Using context and sentence structure to determine word meanings (6.RV.1B). ○ Breaking down new or challenging words into word parts using morphology, finding Greek and Latin roots and affixes (6.RV.1C).

6.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.

- While reading, model annotating for specific word choice and figurative language (e.g., simile, hyperbole, metaphor, personification), using think-aloud strategy to analyze the construction and meaning of the figurative language (6.RV.1E).
- While reading, model using digital and print word-reference materials to clarify meanings of unknown words and to identify word origins and derivations (6.RV.1F, 6.RV.1G).
- Encourage students to document newly learned words, their meanings, roots and affixes, and synonyms/antonyms from texts read via journal or organizer and provide opportunities for students to reference their word lists for use in speaking and writing (6.RV.1H).
- Model and facilitate discussions around newly learned vocabulary (whole class or small group) to increase word awareness.
- Facilitate opportunities for students to use newly learned or high-utility vocabulary words during reading, meaningful discussions, and writing activities.
 - Highlight exemplar sentences from texts read that demonstrate appropriate use and discuss how these newly learned words enhance the meaning. Then, encourage students to use the model vocabulary and sentence structures in student writing and discussion (6.W.3A, 6.C.1A).
 - Facilitate opportunities for students to purposefully select vocabulary while writing to enhance central idea, tone and voice (newly

		<p>learned or content specific vocabulary) (6.W.2Av).</p> <ul style="list-style-type: none"> • Give students multiple opportunities to re-read grade-level complex texts to self-correct word recognition and understanding (6.DSR.A). • Choose reading strategies (e.g., analyzing text structures, summarizing, questioning, annotating) to help students when encountering challenging sections of the text (6.DSR.E). <ul style="list-style-type: none"> ○ Model using these reading strategies to monitor and assess students’ comprehension of complex texts paying attention to academic and content-specific vocabulary necessary for comprehension.
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Connections	
Sample Text Set	Disciplinary Connections
<p>Theme: <i>Individual vs. Nature</i> Literary: <i>Out of the Dust</i> (1100L)—Karen Hesse Informational: “The Dust Bowl” (1010L)—Jessica McBirney Informational: “Farming and the Dust Bowl During the Great Depression” (930L)—US History.org Informational: “Older folks in the South Plains recall being kids during the Dust Bowl” (1040L)—Homer Marques Literary (Poem): <i>The Wind</i>—Robert Louis Stevenson</p> <p>Theme: <i>Saving Wildlife</i> Literary: <i>Hoot</i> — Carl Hiaasen</p>	<ul style="list-style-type: none"> • Consider collaborating with teachers across disciplines to incorporate reading and vocabulary instruction beyond the English classroom (6.DSR.D). • English teachers can partner with other teachers to support the content learned in other disciplines through exemplar text choices and thematic connections. <ul style="list-style-type: none"> ○ The sample text set, “Individual vs. Nature,” provides opportunities to connect to Grade 6 History and Social Science <i>Standards of Learning</i>. Grade 6 students will analyze the causes of the Great Depression and the impact of the Dust Bowl (USII.5f). This will help students make deeper connections between the literary texts and real life.

<p>Informational: "High Hopes and Extreme Plans to Save Northern White Rhinos" (1120L)—Jacqueline Pratt-Tuke</p> <p>Informational: "Is Jurassic Park Possible?" (1100L) — T.J. Resler</p> <p>Informational: "Small change adds up for wildlife around the world" (1030L)—Tribune Content Agency</p> <p>Literary (Poem): <i>The Last Wolf</i> —Mary TallMountain</p> <p>Theme: <i>Protecting Our Oceans</i></p> <p>Literary: <i>Flush</i>-Carl Hiaasen</p> <p>Informational: "Tiny Plastic, Big Problem" (880L)—Alison Pearce</p> <p>Informational: excerpt from "How You Can Help the Ocean" (ATOS 8.13, first 3 sections) from Smithsonian Ocean Team</p> <p>Informational: "Plenty of Fish in the Sea? Maybe Not" (1010L) — Thomas Pool</p>	<ul style="list-style-type: none"> • When incorporating historical or scientific texts, focus on words that are critical for understanding the key event or ideas within each text. Reinforce these words when they are encountered in context in order to allow students to increase understanding and clarify word meanings (6.RV.1B). <ul style="list-style-type: none"> ○ Facilitate opportunities for students to encounter figurative language in a variety of texts related to other content areas. Students should understand that these concepts are not specific to poetry and/or literary texts. • The example thematic unit, "Individual vs. Nature" supports connections to the 2023 Grade Six United States History: 1865-Present Standards of Learning <ul style="list-style-type: none"> ○ Consider questions about the causes and impact of the Dust Bowl on the lives of Americans (<i>USII5.F of the History and Social Science Standards of Learning</i>). • The example thematic unit, "Protecting Our Oceans" supports connections to the 2018 Grade Six Science Standards of Learning. <ul style="list-style-type: none"> ○ Consider questions about human impact on the environment, health and safety issues associated with water quality, and cost/benefit tradeoffs in conservation policies (6.9c, 6.9f of the <i>Virginia Science Standards of Learning</i>).
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READING LITERARY TEXT | GRADE 6 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 6 Reading Literary Texts standards, review:

- [Progression Chart- Reading Literary Text](#)

- [Grades 5-7 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 6 Understanding the Standards- Reading Literary Text](#)

Teacher's Note:

- Use the Grade 6 Understanding the Standards.
- Students in Grade 6 will continue to grow their understanding of texts by explaining and analyzing literary and paired informational texts within text sets that share a common topic or theme. Teachers should integrate the strands in order to provide students with opportunities to discuss and write about what they have read.
- In this strand, there are three sub-strands: Key Ideas and Plot Details, Craft and Style, and Integration of Concepts.
 - Key Ideas and Plot Details focus on students using text evidence to demonstrate comprehension and build knowledge, including summarizing themes, describing plot developments with various types or conflict, and explaining the impact of different characters on the plot.
 - In Craft and Style, there is a focus on describing and explaining an author's purposeful choices to impact readers via the use of poetic elements, elements of style, and the development of various points of view.
 - In Integration of Concepts, students will consider ideas within and between texts, examining how various elements influence each other and work together to provide structure or impact the reader.
- Introduce students to complex, grade level texts that reflect the text complexity bands and that include a variety of short stories, literary nonfiction, novels, poetry and drama.
- While whole-group instruction can be centered on a shared text, with the teacher modeling how to describe, explain, and analyze, students should also be provided opportunities to read, write, and discuss texts using the gradual release approach. This allows students to have guided practice of what was modeled by the teacher and helps them to move toward independent activity in which students demonstrate their learning.
- Provide a variety of literary reading experiences within text sets that share a common theme or topic so that students are able to build background, deepen understandings, and think critically about what they are reading and learning.

Reading Literary Text

6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-

level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama.

6.RL.1 Key Ideas and Plot Details

- A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
- B. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
- C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
- D. Explain how static and dynamic characters impact the plot.
- E. Explain the role of the protagonist and antagonist on plot events.

6.RL.2 Craft and Style

- A. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.
- B. Explain elements of author’s style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.
- C. Explain how an author develops the point of view (e.g., first-person, third person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.

6.RL.3 Integration of Concepts

- A. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
- B. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands

<p>Select Complex Texts <i>6.DSR.D – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). 	<ul style="list-style-type: none"> • Ensure texts fall within the lower-range of the grade 6-8 Lexile band of 925 –1185 on the Qualitative Analysis Chart (Appendix of the 2024 <i>English Standards of Learning</i>-p.105). • When selecting literary texts, it is important to consider both quantitative and qualitative measures. Ensure the themes and subject matter are suitable for students in Grade 6. • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts. (<i>See Disciplinary Connections for examples for interdisciplinary opportunities</i>). • Select a series of conceptually related texts organized around a topic of study that provides students multiple exposures to high level vocabulary, language, and content, allowing for students to read various texts independently, with peers, or with modest support (<i>6.DSR.D</i>).
<p>Demands of the Text* <i>6.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance 	<ul style="list-style-type: none"> • Pre-teach high-utility vocabulary words that are essential to the overall understanding of the text and may not be easily determined using context clues or sentence structure (<i>6.RV</i>). • Facilitate multiple close readings of complex texts— setting a different purpose of reading to deepen understanding (<i>6.DSR.A</i>). • Use graphic organizers and vocabulary strategies to help strengthen connections between newly learned and previously learned vocabulary (<i>6.DSR.D</i>).

	students' understanding of the text.	<ul style="list-style-type: none"> • <i>*Provide scaffolded assistance as needed.</i>
<p>Connect to Previously Read/Related Text to Build Knowledge and Vocabulary Understanding <i>6.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge? 	<ul style="list-style-type: none"> • Before reading, review content previously learned specifically academic vocabulary that is necessary for understanding plot elements (e.g., exposition, initiating event, rising action, climax, falling resolution, resolution), literary elements (e.g., types of conflict) and terminology related to author’s craft and style (e.g., poetic elements, imagery, figurative language, point of view) (6.RL). • Review key roots, affixes, and etymology to help students understand the meaning of unfamiliar and complex words that may appear in informational texts (6.RV.1C). • Facilitate opportunities for students to activate and share background knowledge of unit concepts and content specific vocabulary via reflective writing and discussion. • Before reading, provide opportunities (e.g., videos, discussions, short excerpts) for students to explore and build background knowledge around the historical, social, and cultural contexts that may be needed to comprehend texts, explain author choices, and contrast conceptually related texts. • Model through think-aloud, connecting new learning to previously read text and background knowledge. • Question students in order to facilitate discussions of key ideas from previous texts that will activate prior knowledge (6.C.1Aiii). • Create research opportunities in which students can formulate research questions about the thematic topic and organize and share findings with classmates to build

		knowledge as a class (6.R.1).
<p>Skills in Practice 6.DSR.C – <i>When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p> <p>6.DSR.E – <i>Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • Set a purpose for reading. • How will teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • While reading, locate points in the text to stop and model a reading strategy or provide opportunities for students to consider and explain literary elements including theme, plot elements, conflicts, and characters (6.RL.1). <ul style="list-style-type: none"> ○ Model close reading strategies by showing students how to approach the text with a purpose and explain thinking using text evidence. ○ Use graphic organizers to annotate for plot details across an entire literary text to describe how these elements advance a story. ○ Create opportunities for students to use textual evidence when describing how characters, settings, events, and ideas within a text influence each other (6.RL.3A). • Provide feedback to enhance students’ ability to draw inferences and make well-supported claims in both discussion and writing (6.DSR.D). • While reading, model analyzing how poetic elements impact the reader’s experience (6.RL.2A). <ul style="list-style-type: none"> ○ Explain author’s use of poetic elements in either prose or poetry and discuss how these elements contribute to meaning using a variety of texts and excerpts. ○ Write to analyze how specific elements of style contribute to the overall meaning of a text (6.W.1D). ○ Provide students with text-dependent questions that allows them to share their findings using textual evidence to support their ideas via small

		<p style="text-align: center;">group discussion (6.DSR.C).</p> <ul style="list-style-type: none"> • Apply reading strategies to explain elements of an author’s style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone (6.RL.2B). <ul style="list-style-type: none"> ○ Explain the elements of authors’ styles and discuss how these elements contribute to meaning using a variety of texts and excerpts. ○ Guide students in small groups or pairs to use text evidence to discuss how the specific examples of imagery, figurative language, and word choice influence the meaning of the text (6.DSR.C). • Before or during reading, choose an excerpt to model annotating for the development and influence of the narrator’s or speaker’s point of view on the reader. <ul style="list-style-type: none"> ○ Model a think-aloud explanation of how point of view influences the way events are described (6.RL.2C). ○ Provide opportunities for students to annotate texts for point of view and explain the impact in whole group or small group discussion (6.DSR.C). ○ Allow students to rewrite portions of a narrative from an alternate point of view to practice narrative writing techniques and consider the impact of the changes on the events (6.W.1A). • Give students opportunities to compare and contrast texts within a given thematic set (6.RL.3A). • Provide opportunities for students to write reflectively in response to texts, demonstrating their thinking using details and evidence from the text (6.W.1D).
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		<ul style="list-style-type: none"> • Provide opportunities for students to write expository and persuasive texts about the concept or topic being explored via their reading (6.W.1B, 6.W.1C). • Give students opportunities to create multimodal presentations that are specific to an audience that would connect to and be appropriate for the theme, topic, or texts being read (6.C.2, 6.C.3).
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Connections	
Sample Text Set	Disciplinary Connections

Theme: *Understanding Other People*

Literary nonfiction: *The Friend who Changed my Life* (965L) — Pam Muñoz Ryan

Literary: *Eleven* (910L) — Sandra Cisneros

Literary: *Freak the Mighty* (1000L) — Rodman Philbrick

Informational: “Understanding Other People” (7.56 ATOS) — Mary L. Gavin, MD

Literary (Poem): *Peaches* — Adrienne Su

Literary (Poem): *We Have Been Friends Together* — Caroline Elizabeth Sarah Norton

Theme: *Testing Your Limits*

Literary: *Rikki-Tikki-Tavi*—Rudyard Kipling (960L)

Literary: *Hatchet*—Gary Paulsen (1020L)

Literary (Poem): *The Rose that Grew from Concrete* — Tupac Shakur

Literary (Poem): *The Lighthouse Lamp* — Margaret E. Sangster

Informational: “Cultivate Resilience: How to Get Back on the Horse” (1010L) — Rebecca Zucker

Theme: *Finding Your Place*

Literary: *Bud, Not Buddy* (950L) — Christopher Paul Curtis

Literary: *From Scratch* (950L) — Susie Castellano

Literary (Poem): *Mother to Son* — Langston Hughes

Informational: “An Overview of the Great Depression” (1020L) — Jessica McBirney

- Facilitate opportunities for students to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (History, Science, Art, World Language, etc.)
- The example thematic unit, “Finding Your Place,” supports connections to the 2023 Grade 6 United States History: 1865-Present *Standards of Learning*.
 - Consider questions about the causes and impact of the Great Depression, the art and music of the 1920s and 1930s, and the rise of organized labor (*USII5.f, USII5.e, and USII3.c* of the *History and Social Science Standards of Learning*).
 - Consider using primary sources such as photographs or excerpts to help students build background knowledge and conceptual understanding of the time period. For example, use excerpts from “Inside the Hoovervilles of the Great Depression, 1931-1940.”

READING INFORMATIONAL TEXT | GRADE 6 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 6 Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades 5-7 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 6 Understanding the Standards- Reading Informational Text](#)

Teacher's Note:

- Use the Grade 6 Understanding the Standards.
- In Grade 6, there is a continued emphasis on reading comprehension by comparing literary and informational texts.
- In this strand, there are three sub-strands: Key Ideas and Confirming Details, Craft and Style, and Integration of Concepts.
 - Key Ideas and Confirming Details focuses on students summarizing texts, including main ideas and how they are developed, and on describing how ideas and claims are developed and supported in a text.
 - In Craft and Style, there is a focus on students considering the purpose of text features and explaining author's craft, including word choice, organizational patterns, language structures, and perspective.
 - In Integration of Concepts, there is a focus on students making connections between and within informational texts, including identifying points of agreement and disagreement.
- Teachers should teach a balance of literary and informational texts throughout the academic year.
- Teachers should introduce students to longer, more complex texts and have students continuously refer to the text(s) for evidence to support their thinking.
- While whole-group instruction can be centered on a shared text, modeling how to analyze, evaluate, and critique, teachers should also provide opportunities for students to read, write, and discuss texts using the gradual release approach. This allows students to have guided practice of what was modeled by the teacher, moving toward an independent activity in which the students are able to demonstrate their learning.
- Teachers should integrate the strands to provide students with opportunities to discuss and write about what they have read.

Reading Informational Text

6.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

6.RI.1 Key Ideas and Confirming Details

- A. Summarize texts, including their main idea(s) and how they are developed with specific details.
- B. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes).
- C. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.

6.RI.2 Craft and Style

- A. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings).
- B. Explain how an author’s word choice, organizational pattern, and language structure convey the author’s purpose.
- C. Explain how an author establishes and conveys a perspective or purpose in an informational text.

6.RI.3 Integration of Concepts

- A. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
- B. Compare and contrast one author’s presentation of ideas or events with another’s, identifying where the texts agree or disagree.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Select Complex Texts <i>6.DSR.D – Proficiently read and comprehend a variety of literary and</i>	<ul style="list-style-type: none">• Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of	<ul style="list-style-type: none">• Select a series of conceptually related texts that represent a range of complexity within the lower range of the grade 6-8 band (6.DSR.D).• Ensure texts include a variety of genres/styles including

<p><i>informational texts that exhibit complexity at the lower range of the grades 6-8 band.</i></p>	<p>the 2024 <i>English Standards of Learning</i>-p.105).</p>	<p>various informational texts, prose, and poetry, allowing students to explore various aspects and perspectives on the same topic, building connections across texts to deepen comprehension (6.DSR.D).</p> <ul style="list-style-type: none"> • Strategically select texts that expose students to a variety of textual features and organizational patterns, providing opportunities for students to consider how the features enhance or impact the author’s intent (6.RI.2A, 6.RI.2B). • Select informational texts that present conflicting perspectives on the same issue to allow students opportunities to compare and contrast claims, evidence, and reasoning (6.RI.3B). • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts (See Connections for examples for interdisciplinary opportunities).
<p>Demands of the Text* 6.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text. 	<ul style="list-style-type: none"> • If needed, review vocabulary that is necessary for students to comprehend and explain informational texts (e.g., main ideas, claims, text features, organizational patterns, perspective, purpose) (6.RI). • Provide guidance for referencing evidence, communicating agreement and disagreement, and paraphrasing ideas when discussing or writing about concepts new to Grade 6 (6.C.1Aii, 6.C.1Aiii, 6.C.1Aiv). • Guide students in tracking when and how a key individual, event, or idea is introduced in historical, scientific, or technical texts. • <i>*Provide scaffolded assistance as needed.</i>

<p>Connect to Previously Read/Related Text to Build Knowledge and Vocabulary Understanding <i>6.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge or context to understand the text? 	<ul style="list-style-type: none"> • Facilitate opportunities for students to activate and share background knowledge of unit concepts and content specific vocabulary via reflective writing or discussion. • Provide opportunities (e.g., videos, discussions, research) for students to explore and build background knowledge around the historical, social, and cultural contexts that may be needed to comprehend complex texts. • Review key roots, affixes, and etymology to help students understand the meaning of unfamiliar and complex words that may appear in informational texts (6.RV.1C). • Create research opportunities in which students can formulate research questions about the thematic topic and organize and share findings with classmates in order to build knowledge as a class (6.R.1).
<p>Skills in Practice <i>6.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located</i></p>	<ul style="list-style-type: none"> • Set a purpose for reading. • How can teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Locate points in the text to model close-reading strategies by showing students how to approach the text, find evidence, and explain their thinking. <ul style="list-style-type: none"> ○ Use graphic organizers and allow students to annotate text in order to trace an argument and specific claims within a text and to consider which claims are supported by evidence and reasoning (6.RI.1C). ○ Identify stopping points to clarify the meaning of unknown words if needed to ensure comprehension of new information (6.RV.1G). • During shared readings, stop at predetermined points to model thinking and annotating for details needed to summarize a text (6.RI.1A).

<p><i>6.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>		<ul style="list-style-type: none"> ○ Model writing summaries; explicitly demonstrating how to incorporate the main idea and specific details. ○ Guide students through peer editing of draft summaries using guiding questions to foster collaborative discussion and constructive feedback from peers (6.W.3B). ● Stop at predetermined points in the text to notice organizational patterns and think-aloud about how these patterns affect how a reader understands the text (6.RI.2B). <ul style="list-style-type: none"> ○ Have students explain how the organizational pattern conveys the author’s ideas/argument. ○ Model how to use knowledge of the organizational patterns to formulate a summary. ● Apply reading strategies to analyze elements of an author’s style as purposeful choices (e.g., text features, word choice, organizational patterns, and language structures) (6.RI.2). <ul style="list-style-type: none"> ○ Facilitate opportunities for students to explain the elements of authors’ style and discuss how these elements contribute to meaning using a variety of texts and excerpts. ○ Guide students to use text evidence to discuss how the specific choices an author made and how those choices convey purpose and its impact on the text (6.DSR.C). ● Facilitate opportunities for students to annotate texts and gather relevant evidence via graphic organizer for discussion and writing about texts (6.DSR.C).
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		<ul style="list-style-type: none"> • Facilitate opportunities for students to compare and contrast different author’s presentations of ideas or events on the same topic (6.RI.3). <ul style="list-style-type: none"> ○ Think-aloud/annotate during reading to model comparing and contrasting ideas utilizing graphic organizers to capture textual evidence (6.RI.3B). ○ Annotate paired literary and literary nonfiction around the same/similar topics to compare and contrast details (6.RL.3B). • Students will write reflectively in response to texts, demonstrating their thinking with details and evidence from the text (6.W.1D). • Create multimodal presentations in response to reading to show a deeper understanding of concepts or connections between texts (6.C.2, 6.C.3).
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Connections	
Sample Text Set	Disciplinary Connections
<p>Theme: <i>History Tells our Story</i> Literary: <i>Brown Girl Dreaming</i>—Jaqueline Woodson Informational: “The Great Migration”—History.org Informational: “The Long-Lasting Legacy of the Great Migration” Isabel Wilkerson Literary (Poem): <i>Dreams</i>—Langston Hughes Literary: <i>The Great Migration</i>—Eloise Greenfield</p> <p>Theme: <i>Who is Remembered?</i> Literary (Poem): <i>Paul Revere’s Ride</i>—Henry Wadsworth Longfellow Informational: “Sybil Ludington” (1060L)—Jesse Sullivan</p>	<ul style="list-style-type: none"> • Reinforce vocabulary related to the thematic unit by intentionally identifying roots and affixes embedded in other disciplinary texts while reading and explicitly teaching unknown word parts (6.RV.C). • When incorporating historical or scientific texts, focus on words that are critical for understanding the key event or ideas within each text. Reinforce these words when they are encountered in context in order to allow students to increase understanding and clarify word meanings (6.RV.1B). • Consider collaborating with teachers across disciplines to incorporate reading and vocabulary instruction beyond the

<p>Literary nonfiction (Letter): “Primary Sources: The Ride of Paul Revere” (920L)</p> <p>Informational: “Events Leading to American Independence” (960L)—USHistory.org</p> <p>Theme: <i>Succeeding after Failure</i></p> <p>Informational: “Dedicated to the Goal” (940L)—Marty Kaminsky</p> <p>Informational: “Lessons from failure: Why We Try, Try Again” (1000L)—Bethany Brookshire</p> <p>Literary: <i>How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium</i> (1000L)—Matt De La Peña</p> <p>Literary (Poem): See It Through—Edgar Guest</p>	<p>English classroom (6.DSR.D).</p> <ul style="list-style-type: none"> ○ English teachers can partner with other teachers to support the content learned in other disciplines through exemplar text choices and thematic connections. ● When reading paired literary and historical/scientific/technical texts, compare and contrast how key ideas are presented and elaborated on in various genres. ● The example thematic unit, “Who is Remembered?” supports connections to the 2023 United States History: 1865-Present <i>Standards of Learning</i>. <ul style="list-style-type: none"> ○ Consider questions about the causes and impact of the Dust Bowl on the lives of Americans (<i>USI6.D</i> and <i>USI6.E</i> of the <i>History and Social Science Standards of Learning</i>).
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WRITING & LANGUAGE USAGE | GRADE 6 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 6 Writing & Language Usage standards, review:

- [Progression Chart - Writing](#)
- [Progression Chart - Language Usage](#)
- [Grades 5-7 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 6 Understanding the Standards- Writing](#)
- [LINK- Grade 6 Understanding the Standards- Language Usage](#)

Teacher's Note:

- Use the Grade 6 Understanding the Standards.
- In Grade 6, teachers should recognize the difference between teaching writing and assigning writing.
- Recognize that there is not a required number of paragraphs or a prescribed structure. Requiring students to use a prescribed model (e.g., five paragraphs) often produces formulaic writing and limits expression and voice.
- Model high quality writing using class readings, published works, and authentic texts as mentor texts.
- Embed practice with the grammatical expectations in Language Usage for Grade 6.
- Point out how skilled authors use punctuation and grammar to enhance the meaning of their work; this should be discussed and modeled for students using authentic examples from various authors; grammar instruction and practice should be integrated during reading, writing, and discussion.
- Consult professional publications as needed.
- Continue to address the features of the three domains of writing:
 - Composing — focusing on a clear, central idea; providing elaboration, organization, and unity
 - Written Expression—sentence variation, selected information, word choice, voice, and tone
 - Language Usage/Mechanics—grammar, punctuation, and usage as appropriate for the grade level
- Give students multiple opportunities to plan, draft, revise, and edit writing in a variety of forms, including narrative, reflective, expository, and persuasive writing.
- Provide students with opportunities to develop multi-paragraph texts that include a thesis statement, organized evidence that supports the purpose, and concluding section with an emphasis on elaboration and unity.

- Integrate grammar/language usage standards with writing standards for instruction, using student writing to teach editing and peer-editing skills.
- Writing conferences and portfolios are tools teachers can use to monitor student progress.
- Provide opportunities for student choice with topic, audience, and purpose.

Writing

6.W The student will compose various works for diverse audiences and purposes, linked to grade six content and texts.

6.W.1 Modes and Purposes for Writing

- A. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the character, event(s), and experience(s).
- B. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
- C. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.
- D. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).

6.W.2 Organization and Composition

- A. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
 - i. Composing a thesis statement that focuses the topic and introduces the piece clearly.
 - ii. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
 - iii. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
 - iv. Using transitions to show relationships between ideas, signal a shift or change in the writer's thoughts, and make sentences clearer.
 - v. Selecting vocabulary and information to enhance the central idea, tone, and voice.
 - vi. Expanding and embedding ideas to create sentence variety.
 - vii. Providing a concluding statement or section.

6.W.3 Usage and Mechanics

- A. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
- B. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).

Language Usage

6.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

6.LU.1 Grammar

- A. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.
- B. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.
- C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
- D. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.
- E. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.

6.LU.2 Mechanics

- A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
- B. Use and punctuate dialogue and direct quotations appropriately in writing.
- C. Recognize and consistently spell frequently used words accurately.
- D. Consult reference materials to check and correct spelling.

Planning for Literacy Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
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<p>Select Exemplar of the Genre <i>6.DSR.D – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105) (6.DSR.B). 	<ul style="list-style-type: none"> • Select a wide range of mentor texts related to the themes and concepts in the texts chosen that exposes students to a variety of writing styles, sentence structures, dialogue, and grammar/language usage standards. • Mentor texts should include a variety of narrative, expository, persuasive, and reflective writing (6.W.1A, 6.W.1B, 6.W.1C, 6.W.1D). • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts (See Connections for examples for interdisciplinary opportunities).
<p>Demands of the Text* <i>6.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (literary knowledge, background knowledge, vocabulary knowledge) of the text? • Examine the text(s) to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text(s). 	<ul style="list-style-type: none"> • Prior to reading, explicitly pre-teach academic vocabulary that may not be easily determined using context clues or sentence structure and that is essential to the overall understanding of the text as well as the thematic topic (6.RV). • Model specific grammar/language skills prior to writing in order to enhance students’ abilities to strengthen their usage/mechanics (e.g., sentence structures, pronoun agreement, phrases and clauses, punctuation) (6.LU.1, 6.LU.2). • Facilitate opportunities for students to consider gathered evidence, select facts, details, quotations, or examples that are relevant to their claims, and write using the evidence with support (e.g., writing conferences, small group support, anchor charts/models of organization for various writing modes) (6.W.2Aiii, 6.W.2Aiv).

		<ul style="list-style-type: none"> • <i>*Provide scaffolded assistance as needed.</i>
<p>Connect to Previously Read/Related Text to Build Knowledge and Vocabulary Understanding <i>6.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge? 	<ul style="list-style-type: none"> • Prior to completing their own written responses, students can be given reading and/or research opportunities to build their knowledge of the historical and cultural context surrounding the topics or themes of study, allowing for opportunities to use this information in their own writing (6.R.1). • Direct students to maintain writing portfolios and facilitate opportunities for them to reflect on previous writing, consider their growth, and set goals for continued writing growth. • Facilitate opportunities for students to return to previously read texts as mentor texts, analyzing them for specific writing concepts that they can then use in their own writing (6.W.2). • Facilitate opportunities for students to return to previously written assignments for editing purposes as newly learned writing and language/grammar concepts are explicitly taught. Students might also combine previously written pieces or extend previously written pieces in order to extend writing and to emphasize that writing is a recursive process (6.W.3, 6.LU). • Facilitate opportunities for students to use previously taught words from reading past literary or informational texts to answer questions about the text when speaking or writing (6.RV.1G). • Facilitate opportunities for students to reinforce their own use of specific sentence structures by using models provided by the teacher or mentor texts (6.LU.1A,

		<p>6.LU.2A).</p> <ul style="list-style-type: none"> Review and reinforce earlier lessons or earlier grade level standards on grammar and punctuation skills to ensure students continue to build their knowledge of Grade 6 Language Use standards.
<p>Skills in Practice 6.DSR.C – <i>When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p> <p>6.DSR.E – <i>Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> How can teachers model application of the selected skills and standards? How can teachers demonstrate ways authors make purposeful decisions when writing? How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> Model the writing process by writing <i>alongside</i> students. <ul style="list-style-type: none"> Verbalize thinking at each step of the writing process, explaining specific choices made in relation to specific writing and language skills (e.g., generating and organizing ideas, composing a thesis statement, selecting and explaining evidence, etc.) (6.W.2). When reading informational exemplars, have students describe ways key individuals, events, or ideas are introduced and elaborated on (e.g., through examples or anecdotes) to better understand a writer’s purposeful decisions in historical, scientific, or historical texts (6.RI.2B). Facilitate the reading and analysis of mentor texts as models for writing to include an emphasis on modes of writing and author’s purpose (6.W.1). <ul style="list-style-type: none"> Narrative texts can model character development and sequencing events when students are writing their own narratives. Expository texts can model organizational patterns such as problem-solution and cause-and-effect as students draft their own expository responses. Persuasive texts can model the use of claims, counterclaims, evidence, and reasoning as

		<p>students write their own persuasive arguments.</p> <ul style="list-style-type: none"> ○ Reflective texts such as poetry, letters, and memoirs can be used to show how personal reactions can be paired with critical thinking. ● Model using mentor texts to model Grade 6 writing and language use standards. <ul style="list-style-type: none"> ○ Facilitate opportunities for students to discuss mentor texts to determine how a specific concept is demonstrated, what makes it an effective piece of writing, and the effect of the writing choice on the piece. ● Facilitate opportunities for students to annotate texts and gather relevant evidence via graphic organizer for discussion and writing about texts (6.DSR.C). ● Allow students multiple opportunities to work through the writing process (e.g., planning, drafting, revising, editing) (6.W.2A). <ul style="list-style-type: none"> ○ Model and provide different types of brainstorming and planning strategies. ○ Facilitate opportunities for students to revise their writing multiple times with a specific focus (6.W.2). ○ Facilitate opportunities for students to return to previous writing samples to edit for newly learned grammar/language skills (6.W.3A, 6.W.3B). ● Provide opportunities for students to peer-edit with a focus on Grade 6 grammar and mechanics concepts (e.g., sentence structures, subject verb agreement with phrases and clauses, complete sentences with appropriate punctuation, etc.) (6.LU.1, 6.LU.2).
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Connections

Sample Text Set	Disciplinary Connections
<p>Theme: <i>Environments of Freedom</i> Informational: “Forest Joe and the Complicated Legacy of Freedom Seeking”—Dr. Joshua Strayhorn Literary: <i>Freewater</i> (750L)—Amina Luqman-Dawson Informational: “Tom Copper’s Rebellion and Great Dismal Marronage” Dr. Joshua Strayhorn Literary (Poem): <i>Haiku and Tanka for Harriet Tubman</i> — Sonia Sanchez</p> <p>Theme: <i>Clean Water</i> Informational: “Poisoned Water: How the Citizens of Flint, Michigan, Fought for Their Lives and Warned the Nation” (ATOS 7.7) Candy Cooper Literary: <i>Thirst</i> (670L) Varsha Bajaj Informational: Flint Water Crisis (1020L) Julie Knutson Informational (Technical): How to Filter Water in the Wild—<i>Water Pursuit</i> Literary: <i>Dry</i> (880L) Neal and Jarrod Shusterman</p> <p>Theme: <i>Equal Protection—The 14th Amendment</i> Informational: “We the People: The Story of the Constitution” (980L) Lynne Cheney Informational: “Freedom’s Children: Young Civil Rights Activists Tell Their Own Stories” (830L) Ellen Levine Literary: <i>A More Perfect Union: The Story of the U.S. Constitution</i> (900L)-Betsy Maestro Informational: “The 14th Amendment: Equal Protection Under the Law” (810L)—Ann Byers</p>	<ul style="list-style-type: none"> • Reinforce vocabulary related to the thematic unit by intentionally identifying roots and affixes embedded in other disciplinary texts while reading and explicitly teaching unknown word parts (6.RV.1C). • Consider collaborating with teachers across disciplines to incorporate reading and vocabulary instruction beyond the English classroom (6.DSR.D). • Facilitate multiple opportunities for students to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (History, Science, Art, World Language, etc.). • The sample text set, “Equal Protection—The 14th Amendment” connects to Grade 6 2023 History and Social Science <i>Standards of Learning</i>. Grade 6 students are learning about the effects of Reconstruction, the political aftermath of the Civil War (USII.2a, USII.2b).

Informational (Technical): “Final plans for the March on Washington for Jobs and Freedom, August 28, 1963” - <i>Library of Congress</i>	
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COMMUNICATION & LANGUAGE USAGE | GRADE 6 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 6 Communication & Language Usage standards, review:

- [Progression Chart - Communications & Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades 5-7 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for **Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.**

- [LINK- Grade 6 Understanding the Standards- Communication and Multimodal Literacies](#)
- [LINK- Grade 6 Understanding the Standards- Language Usage](#)

Teacher’s Note:

- Use the Grade 6 Understanding the Standards.
- In Grade 6, students will build communication skills by working with diverse teams and working respectfully with others, participating both as a facilitator and contributor.
- Give students opportunities to agree upon clear guidelines for discussions and group work and prompt students to create goals for and to reflect on their group’s effectiveness in communicating, collaborating, and engaging each other in tasks.
- Students should have opportunities to prepare for and participate in a range of collaborative discussions on sixth grade topics and texts.
- The communication strand should be integrated with the reading, writing/language usage, and research strands throughout the year.
- Provide opportunities for students to collaborate to solve problems. Students will create and deliver interactive, multimodal presentations in which they report orally on topics or present opinions.
- Multimodal is the strategic use of two or more interdependent modes of communication where both/all modes are

essential to convey the intended message (e.g., graphics, written language, moving images, music, audio, presentation technologies, movement).

- Explicitly teach effective presentation skills with audience involvement.

Communication and Multimodal Literacies

6.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

6.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
- i. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
 - ii. Working respectfully by building on others' ideas and showing value for others' ideas and contributions.
 - iii. Asking relevant questions to clarify others' perspectives.
 - iv. Communicating agreement or tactful disagreement with others' ideas, using carefully constructed responses.
 - v. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
 - vi. Evaluating the effectiveness of participant interactions and one's own contributions to the collaborative work.

6.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or present an opinion. This includes:
- i. Clearly communicating information in an organized or succinct manner.
 - ii. Providing evidence to support the main idea.
 - iii. Using language, vocabulary, and style appropriate to the audience, topic, and purpose.
 - iv. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
 - v. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.
 - vi. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).
 - vii. Referencing source material as appropriate during the presentation.

6.C.3 Integrating Multimodal Literacies

- A. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
- B. Craft and publish audience-specific media messages that present claims and findings in a logical sequence.

6.C.4 Examining Media Messages

- A. Interpret information presented in diverse media formats and explain how it contributes to the topic.
- B. Explain how media messages are intentionally constructed to impact a specific audience.
- C. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.

Language Usage

6.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

6.LU.1 Grammar

- A. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.
- B. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.
- C. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
- D. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.
- E. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.

6.LU.2 Mechanics

- A. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
- B. Use and punctuate dialogue and direct quotations appropriately in writing.
- C. Recognize and consistently spell frequently used words accurately.
- D. Consult reference materials to check and correct spelling.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for	Instructional Approaches for Integrating Strands

	Planning	
<p>Select Engaging Discussion Protocols to Respond to Texts <i>6.DSR.D – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). 	<ul style="list-style-type: none"> Choose grade-level appropriate discussion protocols for students to engage in throughout the year when responding to texts. Choose grade-level appropriate discussion protocols for students to engage in while considering how different protocols match various thematic units (6.C.1A). When applicable, supplement text with multimodal presentations using two or more communication modes (e.g., still or moving images, gestures, spoken language, and written language) (6.C.3). When applicable, align topics, concepts, or themes to other course content such as history and Social Sciences, Science, Math, or the Arts (See Connections for examples for interdisciplinary opportunities).
<p>Demands of the Strand* <i>6.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> How will the teacher help students develop effective communication skills to share ideas and articulate personal viewpoints with appropriate tone and delivery? How will the teacher support students when responding to texts in both informal and formal discussions or presentations? 	<ul style="list-style-type: none"> Practice various discussion protocols throughout the unit to prepare for longer discussions. <ul style="list-style-type: none"> Facilitate opportunities for students to build confidence in contributing to sustained collaborative discussions (6.C.1A). Give students specific communication strategies to choose from for the target audience. Model presentation structures and skills, focusing on the organized evidence that supports main ideas, and communication skills (e.g., voice, posture, gestures, eye contact) (6.C.2A). Facilitate opportunities for students to explore various digital tools (e.g., presentation or video software) and discuss how various modes of communication add

		<p>meaning to presentations (e.g., written text, visuals) (6.C.3A).</p> <ul style="list-style-type: none"> • <i>*Provide scaffolded assistance as needed.</i>
<p>Connect to Previously Read/Related Text to Build Knowledge and Vocabulary Understanding <i>6.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will instruction build on previously read text or previously learned communication protocols? 	<ul style="list-style-type: none"> • Refer back to previous units and collaborative classroom assignments, reminding students of effective communication strategies (6.C.1). • Return to previously read and familiar texts, discussing the audience, topic, and purpose of the text to support students as they begin developing their own presentations for specific purposes (6.C.3B). • Facilitate opportunities for students to return to previous writing assignments to transform them into presentations (6.W.1, 6.C.2). • Facilitate opportunities for students to reflect on their discussion, collaboration, and presentation skills individually and as groups in order to modify discussion rules and/or set goals for future participation. • Facilitate opportunities for students to use previously taught words from reading past literary or informational texts to answer questions about the text when speaking or creating multimodal presentations (6.RV.1G). • Connect new learning to media messages published in print, video, or audio that students are exposed to in school or their personal lives. Use media messages associated with previously read literary or informational text or research students have done. <ul style="list-style-type: none"> ○ Direct students to identify the intended audience of a previously read text to explain the impact and determine its effectiveness on that audience

		(6.C.4B, 6.C.4C).
<p>Skills in Practice <i>6.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p> <p><i>6.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • How can teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Facilitate opportunities for students to participate in a variety of discussions and encourage students to cite specific evidence from the text to support their claims (6.C.1.A). <ul style="list-style-type: none"> ○ Model how to use graphic organizers for planning effective presentations (6.C.2A). • Facilitate opportunities for students to reinforce their own use of specific sentence structures by using models provided by the teacher or mentor texts in discussion and in writing (6.LU.1A. 6.LU.2A). • Assign students both individual and small-group presentations on a variety of topics, incorporating specific requirements that reflect the Grade 6 writing and language use standards. <ul style="list-style-type: none"> ○ Encourage students to use presentation planning sheets with sections for main ideas, supporting details, and transitions; students can peer-review plans before presenting (6.C.3A). • Facilitate opportunities for students to analyze a variety of media messages on the same topic in order to analyze information presented and effectiveness in influencing a target audience (6.C.4). <ul style="list-style-type: none"> ○ Use graphic organizers to plan presentations and modes of communication, determining what text will be on each slide, what image will accompany it, and what audio/visual elements are needed (6.C.3A).

Connections

Sample Text Set	Disciplinary Connections
<p>Theme: Conservation Informational: “World without Fish” (1160L)—Mark Kurlansky Informational (Case Study): "The Importance of Fish in Our Ecosystems" (1000L)—National Oceanic and Atmospheric Administration (NOAA) Literary: <i>The Long Night</i> (930L)—Steve Vance Informational: "The Collapse of Fish Populations" (Excerpt from World Without Fish)—Mark Kurlansky Literary (Poem): <i>The Earth Needs</i>—Edward Kofi Louis Literary: <i>The Last Fish</i> (900L)—Tara D. Myers</p> <p>Theme: Who Needs Recess? Informational: “Play, Play Again” (1000L) — Ellen Braaf Informational: “Raising Elephants” (1020L) — Jennifer Barry Informational: “State politicians and parents debate school recess bills”—the Associated Press (1100L) Literary (Poem): <i>Playthings</i>—Rabindranath Tagore</p> <p>Theme: Labor Unions Informational: "Labor Unions and the Fight for Fair Wages" (950L)—<i>Time for Kids</i> Literary: <i>Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing that Divided Gilded Age America</i> (1140L)—James Goodman Informational: "How Labor Unions Changed America": 1000L Kimberly Amadeo Literary (Poem): <i>I, Too</i> (600L)—Langston Hughes</p>	<ul style="list-style-type: none"> • Visual Arts connection: Refine presentation skills as they present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements (<i>AIII.2d</i>). • The example thematic unit, “Who Needs Recess?” supports connections to the 2018 <i>Life Science Standards</i>. <ul style="list-style-type: none"> ○ After reading “Play, Play Again,” and “Raising Elephants,” students could discuss how animal behavioral characteristics discussed in the article enable them to survive within their ecosystems or how animal play influences later encounter between predators and prey (LS.6A, LS.7A of the <i>Virginia Science Standards of Learning</i>). • Students in Grade 6 are learning about the impact of industrialization on rural and urban America after the Civil War (<i>USII.3</i>). This connects well to the example thematic unit, “Labor Unions.” Analyze the influence of industrialization on the rise of organized labor.

Informational: "What Are Labor Unions?" (950L) History.com	
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RESEARCH | GRADE 6 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 6 Research standards, review:

- [Progression Chart - Research](#)
- [Grades 5-7 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 6 Understanding the Standards- Research](#)

Teacher's Note:

- Use the Grade 6 Understanding the Standards.
- In Grade 6, students will conduct research by formulating research questions, evaluating the validity and authenticity of texts, collecting and organizing information from multiple sources, and synthesizing and communicating their findings.
- Students will also learn to cite both primary and secondary sources and follow ethical and legal guidelines for gathering and using information.
- Encourage the development of research skills that are foundational to effective critical thinking and responsible use of information.
- Research should be integrated throughout the year and can be individual, collaborative and cross-curricular.
- Research products should vary from small, informative pieces to larger, multimodal presentations throughout the academic year.
- Teach students how to embed information effectively into research products and collaborate with the librarian/media specialists throughout the research process.
- Make students aware of possible consequences of plagiarism in postsecondary education and the workplace and emphasize giving credit to all sources used when gathering information, including another person's media, facts, ideas, graphics, music, or direct quotations.

Research

6.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-six content and texts, solve problems, and support cross-curricular learning.

6.R.1 Evaluation and Synthesis of Information

- A. Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.
- B. Collect information from multiple sources, using search terms effectively.
- C. Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
- D. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
- E. Organize and share findings in formal and informal oral or written formats.
- F. Give credit for information quoted or paraphrased using standard citations (e.g., author, article, title, webpage, and publication date).
- G. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a Purpose for Research <i>6.DSR.D – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 6-8 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). 	<ul style="list-style-type: none"> • Select a variety of conceptually related texts that represent a range of complexity within the lower range of the grade 6-8 band, allowing for students to read various texts independently, with peers, or with modest support (6.DSR.D). • Select a variety of genres, including various informational texts, prose, and poetry, allowing students to explore various aspects and perspectives on the same topic, building connections across texts in order

		<p>to deepen comprehension (6.DSR.D).</p> <ul style="list-style-type: none"> ○ When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts (See Connections for examples for interdisciplinary opportunities). ● Select texts that are rich in content and that allow students opportunities to explore related concepts and issues by formulating research questions, collecting and synthesizing information, organizing and sharing findings while giving credit to sources (6.R.1).
<p>Connect to Previously Read/Related Text to Build Knowledge and Vocabulary Understanding 6.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</p>	<ul style="list-style-type: none"> ● How will new learning connect to previously learned skills and/or concepts? ● How will students build background knowledge? 	<ul style="list-style-type: none"> ● Facilitate opportunities for students to conduct research tasks related to previously read/studied thematic units in order to build upon existing background knowledge. ● Prior to reading conceptually related texts connected to research units, facilitate opportunities for students to activate and share background knowledge of unit concepts and content specific vocabulary via reflective writing and discussion (6.DSR.D). ● Encourage students to activate and share background knowledge and on the research process, by sharing previous experiences with research questions, collecting and synthesizing information, organizing and sharing findings while giving credit to sources using reflective writing and discussion (6.DSR.D). ● Facilitate opportunities for students to ask and answer questions before, during, and after research projects to better understand the research process (6.DSR.E). ● Review the research process to students, explaining

		how research can be broken into manageable steps (e.g., formulate a question, gather information, evaluate credibility, synthesize information, citations).
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<p>Skills in Practice <i>6.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p> <p><i>6.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show understanding of the research process and present their findings? 	<ul style="list-style-type: none"> • Explicitly pre-teach different note-taking skills for gathering key ideas from short, accessible texts before applying them to more complex research (6.R.1C). <ul style="list-style-type: none"> ○ Throughout various thematic units, use think-aloud to model gathering information from a variety of sources and using note-taking strategies to organize information. • Before completing formal written research tasks, model research skills by allowing students to formulate questions for discussions and model how to ask relevant questions to clarify others’ perspectives (6.C.1Aiii). • Use think-aloud strategy to model how to develop a research question from a theme or unit by brainstorming about the broad topic, using a graphic organizer, and refining the focus inquiry into a more specific research question (6.R.1A). <ul style="list-style-type: none"> ○ Facilitate multiple opportunities for students to revise research questions to make them narrow or to refocus the inquiry. ○ Facilitate opportunities for students to use and revise search terms needed to locate information for their research (6.R.1B). • Facilitate opportunities for students to evaluate a variety of sources (e.g., mock websites, news articles, primary and secondary sources) for relevance, usefulness, validity, and credibility (6.R.1C). <ul style="list-style-type: none"> ○ Guide students when using graphic organizers to synthesize information from different sources, allowing opportunities to compare points of view
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		<p>and conflicting information (6.RI.3B, 6.RI.3C).</p> <ul style="list-style-type: none"> ○ Use findings and evidence from researching and reading informational sources to write persuasively, supporting their claims with adequate textual evidence (6.W.1C). ● Review the concept of <i>plagiarism</i> and integrity when researching. <ul style="list-style-type: none"> ○ Model strategies for collecting information from various informational sources, paraphrasing it, and creating a standard citation (6.R.F). ○ Model strategies for summarizing, paraphrasing, and directly quoting evidence, including punctuation rules for quotations (6.LU.2B). ● Facilitate small group or individual conferences and regular checkpoints to ensure that students are completing each step and receiving feedback/additional instruction as they research. ● Facilitate opportunities for students to collaborate with peers to get additional feedback (6.C.1A). <ul style="list-style-type: none"> ○ Model the use of checklists and rubrics to guide students in giving respectful, meaningful feedback. ● Give students multiple opportunities to create multimodal presentations or report orally on a topic: <ul style="list-style-type: none"> ○ Using evidence from text or research to support their main idea (6.C.2Aii). ○ Referencing source material from research during their presentations (6.C.2Avii).
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Connections	
Sample Text Set	Disciplinary Connections
<p>Theme: <i>Standing Out & Fitting In</i> Literary: <i>Inside Out and Back Again</i>—Thanhha Lai Informational: “Hmong Refugees in the United States”—Abbas Hasan, <i>ReadWorks</i> (1020L) Literary: <i>Inside Out</i>—Francisco Jimenez (830L) Literary: <i>Front Desk</i>—Kelly Yang</p> <p>Theme: <i>Labor</i> Informational: “Organized Labor and The Great Upheaval”—USHistory.org (930L) Informational: “Workers’ Rights and the History of Labor Unions” (1020L)—Jessica McBirney Literary (Poem): <i>The Ballad of the Harp-Weaver</i> (800L)—Edna St. Vincent Millay</p> <p>Theme: <i>The Story of Hope</i> Informational: “What Every American Should Know About the Immigrant Experience” Araceli Hernandez Literary: <i>Refugee</i> (800L)—Alan Gratz Informational: “How U.S. Immigration Changed in 1965” (1000L)—Caitlyn Meagher, <i>ReadWorks</i> Literary: <i>Barefoot Dreams of Petra Luna</i>—Alda P. Dobbs Literary: <i>The Red Umbrella</i> (750L)—Christina Diaz Gonzalez</p>	<ul style="list-style-type: none"> • Research topics can relate to the setting of the novel, allowing students to further explore historical events and people as presented in the novel, allowing students to deepen their understanding of the choices an author makes when writing historical fiction. • Facilitate opportunities for students to engage in collaborative discussions to share their research findings and share their connections to other content areas.

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