Unit 1: Changes

Content Area: **ELA**
Course(s): **ELA Gr. 6**
Time Period: **SeptOct**
Length: **30 days**
Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade: ELA/Writing

Unit 1: Changes

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Chris Cahill

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

- In this unit, students will examine the following Big Idea: How can changes transform the way people look at the world?
- They will identify changes made to the earth, people's perspectives, and the economy.
- The weekly themes are as follows: Perspectives, Alliances, Environments, Dynamic Earth, and Using Money.
- Students will read about topics such as the American Revolution, caves, desert and tropical rain forest environment, undersea ecosystems, Mount Vesuvius, volcano formation, and the Federal Reserve.
- Students will read articles and stories.

Enduring Understandings

Students will understand that...

- new experiences help change our perspective because we are seeing things differently and in a way that we may not knew existed before.
- people form alliances to get something they want or to overcome diversity.
- people form alliances to accomplish more than they can accomplish alone.
- life forms vary in different environments because they adapt to their environment.
- natural forces affect the world in many ways, including, but not limited to: weather, animals, humans, and landscapes.
- factors such as cost, quality, and need influence how people use money.

Essential Questions

- How do new experiences offer a new perspective?
- Why do people form alliances?
- How do life forms vary in different environments?
- How do natural forces affect the Earth?
- What factors influence how people use money?

Exit Skills

By the end of Unit 1: Changes, students should be able to...

- visualize.
- identify changes made to the setting that affect the characters and shape events in the plot.
- identify characteristics of the realistic fiction genre.
- use context clues to identify the meaning of an unknown word.
- write narrative text, an autobiographical sketch, and a personal narrative.
- identify text features.
- provide text evidence to support a response.
- make text to self, text to text, and text to world connections.
- compare texts with similar themes and genres.
- compare two texts with the same themes.
- analyze the author's point of view.
- identify fragments and run-on sentences.
- use proper punctuation and capitalization.
- label the types of sentences.
- identify and properly use subjects and predicates.
- combine sentences appropriately.
- write complex sentences.
- use commas to separate run-on sentences.

New Jersey Student Learning Standards (NJSLS)

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on

	that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.1.E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2.B	Spell correctly.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.6.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.6.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.L.6.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.5.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

- History/Social Sciences (Historical Literacy): "Alliances"
- History/Social Sciences (Economic Literacy): "Using Money" **--Financial Literacy**
- Science (Earth and Space Sciences): "Dynamic Earth"
- Science (Physical Sciences): "Environments"

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
PFL.9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.
PFL.9.1.8.B.9	Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).

Learning Objectives

In Unit 1: Changes, students will be able to...

- formulate questions and use information from the text to answer them and increase understanding.
- create inferences from the key details in light of information and knowledge gained from the discussions.
- compose written pieces routinely over an extended period of time for a range of discipline-specific tasks, purposes, and audiences.
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- compare the major differences between genres of text.
- engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics and texts, building on other's ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- determine a theme of a story from details in the text, including how characters respond to challenges.
- determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- generate and use narrative techniques, such as dialogue, description and pacing, to develop experiences or events or show the responses of characters to situations.
- link ideas within and across topics or texts, supporting a point of view with reasons and information.

Suggested Activities & Best Practices

- Create a multimedia presentation

- Make a Venn diagram
- Make a chart
- Write a description
- Blog
- Create a propaganda poster
- Write a news article
- Write an autobiographical sketch
- Weekly skills and strategies test
- Journal entry
- Text dependent questions
- Scaffolded partner work
- Talk with a partner
- Guided text annotation

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Narrative Writing (Summative)
- Common Benchmark #1 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks (Benchmark)
- Entrance Tickets (Formative)
- Exit Tickets (Formative)
- Multimedia Reports (Alternative)
- Project (Alternative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative/Summative)
- Self-Assessments (Formative)
- Think, Pair, Share (Formative)
- Unit Tests (Summative)

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards

- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

Ancillary Resources

- Leveled readers
- Leveled libraries
- Literacy centers
- Readworks.org - THEME - "Jenna and the Black Cat" - https://www.readworks.org/article/Jenna-and-the-Black-Cat/6aa1c990-5247-4432-a6d7-377b9098f3ee#!articleTab:content/ and "What's in a Name?" https://www.readworks.org/article/Whats-in-a-Name/abaf93fb-0244-4f4f-83c1-cc8b982b4d21#!articleTab:content/
- Newsela.com - THEME - "How to Find the Theme of a Book or Short Story" https://newsela.com/read/lib-Find-Theme-plot-Book-Short-Story/id/37994/
- Readworks.org -INFERENCE - https://www.readworks.org/article/Not-So-Loony-Toons/c9900b33-5490-4c15-a74d-d7c853cb1581#!articleTab:questionsets/questionsetsSection:1967/
- Commonlit.org - POINT OF VIEW - https://www.commonlit.org/en/texts/the-scholarship-jacket?search_id=21804589
- Flocabulary - POINT OF VIEW https://www.flocabulary.com/unit/point-of-view/
- Wonders additional materials
- Scholastic Scope
- Novels
- Decodable texts
- SmartTV or SmartBoard
- Student Laptops

Technology Infusion

- Google Classroom
- Quizlet
- Ed.connect.mcgrawhill.com
- E-books
- Interactive vocabulary



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are

	excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
PFL.9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.
PFL.9.1.8.B.8	Develop a system for keeping and using financial records.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Whole group mini-lesson followed by **small group assignment** - topic, main idea, supporting evidence, and theme - color coding to

identify each in text

Preview vocabulary - then have students find the word in context, record what they think the word means, and then have students find the glossary definition

Varying organizers - for teaching how to summarize

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics

- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Use **center-based instruction** for review of literature genres, vocab practice, grammar, and skill/strategy practice.

Set up a Google classroom for all students in each class so all students are able to **utilize their ChromeBooks** to do their homework, contribute to online class discussions, and access tech resources.

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- extended time on tests/quizzes
- have student repeat directions to check for understanding

- heck work frequently for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- printed copy of board work/notes provided
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened asssignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- use open book, study guides, test prototypes
- utilize computer or electronic device

English Language Learning (ELL)

Have **realia in classroom to support student learning** (student making connections to words, verbally and in print)

Non-verbal cues to signal understanding (fist to five, red light/green light)

- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- teaching key aspects of a topic - eliminate nonessential information
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Use **approaching level leveled readers and assessments**.

Send home the text for weekly assessments the night before the assessment so the student has time to read the text several times before the assessment.

- allowing students to correct errors (looking for understanding)
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number or answer choices on a multiple choice test
- teaching key aspects of a topic. Eliminate non-essential information.
- tutoring by peers
- using authentic assessments with real-life problem solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Students will research the American Revolution and what it was like to be a soldier for the Continental Army and then present what they learn with the rest of the class (**multi-disciplinary project**).

Work with T&G students from other classes to research volcanoes - how they are formed and different types of volcanoes - and present their findings on a trfold or a bulletin board.

- Above grade level placement option for qualified students
- Advanced problem solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Changes

NJSLS: See below

Interdisciplinary Connection: SS

Statement of Objective:

- Interpret information presented in diverse media and formats.
- Build background knowledge on perspectives.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics and texts, building on other's ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Analyze the text, craft, and structure.

Anticipatory Set/Do Now: Have students answer the essential question: How do new experiences offer new perspectives?

Learning Activity:

Vocabulary - review key terms (consolation, glimmer, heinous, indispensable, perception, phobic, sarcastic, threshold, conveniences, intense, muzzle, vigorously, dystentary, vital)
Close Reading - Cow Music
Grammar - Sentence Types
Meet with guided reading groups to introduce their leveled readers.

Student Assessment/CFU's: discussion, summary, exit tickets

Materials:

McGraw-Hill Grade 6 Wonders Literature Anthology, McGraw-Hill Grade 6 Wonders Reading/Writing Workshop, McGraw-Hill Grade 6 Wonders Close Reading Companion

21st Century Themes and Skills:
Communication and collaboration, critical thinking and problem solving

Differentiation:
Repeat directions, think-pair-share, flexible grouping

Integration of Technology:
Ed.connect.mcgrawhill.com

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.