

Grade: 6
Course: Language Arts
Year: 2019-2020



English Language Arts Power Standards

Reading Literature:

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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 specific word choices, including sensory language, on meaning and tone.

RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Reading Information:

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.10 By the end of the year, read and comprehend literary nonfiction in grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast 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”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).

W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.

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Language:

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone.

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.

[ODE Model Curriculum](#)

[ODE ELA Glossary from Standards](#)

Suggested Pacing	Content Standards	Learning and Performance Expectations	Assessment of Learning Options	Learning Resources Options
First Quarter				
	RL.6.2 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.	Students will understand the key elements of literary text and how to analyze those elements in order to strengthen comprehension. Students will find explicit textual evidence, as well as inferences. Students will be able to determine a theme and find specific evidence from the text to support their objective summary.	i-Ready diagnostic assessment (fall) Reading Conferences, “Stop & Jot” Post-it	Mentor texts that lend themselves to critical thinking Common Lit Conference Sheet Read Write Think Guiding on the Side Notice & Note by Beers and Probst RW Units of Study for Teaching Reading 6-8 Bend 3

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				Anchor Chart to Investigate Themes A Teacher's Guide to Reading Conferences by Jennifer Serravallo
	<p>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.</p>	<p>Students will analyze how the events in a story or drama move the story along through chapters and/or acts and scenes. Students will use specific details from the text that help them to understand how the plot elements work together.</p>	<p>Reading Conferences, Write "Long" about your reading, "Stop & Jot" Post-it, book clubs</p>	<p>RW Units of Study for Teaching Reading 6-8 Bend 1&2 Anchor Chart to Think Deeply about Characters Anchor Chart to Investigate the Influence of Setting on Characters RW Units of Study for Teaching Reading Social Issues Book Clubs Book Club/Class Sets How to Write "Long" about your Reading</p>
	<p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits</p>	<p>Students will recognize how parts of a text contribute to the development of a</p>	<p>Reading Conferences, Write "Long" about your reading,</p>	<p>Falling in Love with Close Reading by</p>

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	<p>into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>story. Students will recognize that everything authors include in a text helps to develop the theme, setting, or plot in a story.</p>	<p>“Stop & Jot” Post-it, book clubs</p>	<p>Christopher Lehman and Kate Roberts</p>
	<p>RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.</p>	<p>Students will determine point of view and explain how the author’s choice of who tells the story affects how the story is told or from which position of the conflict it may be told.</p>		<p>Ereading</p>
	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey</p>	<p>Students will create multi-paragraph narratives to develop real or imagined experiences. Students will follow the aspects of literary elements. The narrative will engage the reader by having a clear narrator and making characters come alive using sensory details and descriptions. Students should use narrative techniques, such as dialogue and description, to develop experiences and events in the story. Appropriate transition words should also be used to show time shifts in the story and the events of a story should come to a resolution.</p>	<p>Narrative Essay, writing conferences with teacher, working with writing partners</p>	<p>WW Unit of Study Personal Narrative Book 1 Conference Sheet Penny Kittle Workshop Resources</p>

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	<p>experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p>			
	<p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>	<p>Students will use technology in producing and publishing writing. Technology will help the student research to strengthen and focus his or her topic and provide publishing software to polish the piece. Students will collaborate with peers and adults throughout the writing process, as they work toward the publication of writing. Students will increase their familiarity with keyboarding skills in the context of the writing task, typing a minimum of three pages in a single setting.</p>	<p>Google Classroom</p>	<p>Student use of chromebooks with support from school media specialist</p>
	<p>L.6.2 Demonstrate command of the conventions of standard English: capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.</p>	<p>Students will use capitalization correctly. They will use punctuation correctly when including nonrestrictive and parenthetical elements in their writing. Students will understand spelling patterns and rules to spell correctly. Students will utilize resources (such as a dictionary or spell check) to check their spelling within written documents.</p>	<p>Narrative Essay, Argument Essay, Informational Essay</p>	<p><i>Mastering the Mechanics</i> (provided with the WW writing units)</p>
	<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>			<p><i>Mastering the Mechanics</i> (provided with the WW writing units)</p>

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	<p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>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.</p>			<p>Grammarly</p> <p>Paperrater</p>
<p>Second Quarter</p>				
	<p>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Students will identify and understand the similarities and differences between listening to and viewing text and/or media as opposed to just reading text alone. Students will compare and contrast the two versions. Students will understand that authors approach themes and topics in unique ways. They recognize the presentation of themes and topics, as well as how they vary in different genres of literature.</p>		<p>Kate & Maggie Blog and Resources</p>

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	<p>RL.6.9 Compare and contrast 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.</p>	<p>Students will be able to understand that authors approach themes and topics in unique ways. They will be able to recognize the presentation of themes and topics, as well as how they vary in different genres of literature. Students will be able to analyze why the author chose a particular format to convey their story.</p>		
	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Students will develop multi-paragraph arguments and informative/explanatory writing using clear and relevant evidence from credible sources. Students will explore a debated topic, write a thesis statement, and fully develop their claim and reasons. Students will maintain a formal style by selecting and using precise and domain specific words. Students will use transitional words and phrases that distinguish writing styles and tones determined by the topic and audience. Students will conclude by leaving the reader with something to take away and think about a different perspective on a written topic.</p>	<p>Argument essay, writing conferences with teacher, working with writing partners</p>	<p>WW Unit of Study Book 2 & 3 Penny Kittle Workshop Handouts</p>
	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a.</p>	<p>Students will draw evidence from literary and/or informational text to support their analysis, reflection, or response to</p>		<p>Moving Writer's Mentor Text Dropbox</p>

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	<p>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast 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”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”)</p>	<p>reading. Students will compare and contrast texts in different forms or genres, and how those texts approach similar themes and topics. Students will trace and evaluate an argument in a text by identifying claims and evidence to support the claims.</p>		
	<p>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.</p>	<p>Students will explain information presented in a variety of formats while applying critical listening skills. Diverse media can include video, audio, photo, and primary source documents. Other formats may include charts, tables, graphs, and infographics. Students will use the information to determine connections to the topic, text, or issue under study.</p>		
	<p>SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Students will outline the argument made by a speaker, including the evidence used to support main points. Students will evaluate which points are supported by evidence and which are not.</p>		
	<p>SL.6.4 Present claims and findings, sequencing ideas logically and using</p>	<p>Students will present their claims in an organized way, and use the most</p>		

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	<p>pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>pertinent information and use appropriate eye contact with their audience, appropriate volume, and correct pronunciation.</p>		
	<p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>	<p>Students will demonstrate knowledge of word origins, word relationships, and reference materials aids in understanding complex words and new subject-area vocabulary. Students will learn grade-appropriate Greek and Latin roots in order to better understand the words.</p>		<p>https://quizlet.com/</p> <p>https://www.vocabulary.com/</p>

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	<p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).</p>	<p>Students will understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer’s words, and recognize nuances in word meaning.</p> <p>Students will understand the connotation and denotation of different words to enhance their writing and understand the author’s purpose in using a word.</p>		
<p>Third Quarter</p>				
	<p>RI.6.2 Analyze informational text development.</p> <p>a. Determine a central idea of a text and how it is conveyed through particular details.</p> <p>b. Provide an objective summary of the text that includes the central idea and relevant details.</p>	<p>Students will determine a central idea, along with the details that convey that central idea. Students will use this evidence from the text to support an objective summary.</p>	<p>i-Ready diagnostic assessment (winter)</p>	<p>Current event texts to include global awareness that lend themselves to critical thinking</p> <p>Newsela</p>
	<p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>Students will analyze the information that introduces a person, event, or idea in a passage or piece, utilizing examples and or anecdotes from the text.</p>		

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	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Students will recognize how parts of a text contribute to the development of a text. Students will recognize that everything authors include in a text helps to develop the overall structure of a text.		Engage NY
	RI.6.6 Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.	Students will determine perspective and purpose behind writing a text and explain how the author’s perspective is conveyed in the text.		Read Write Think
	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.	Students will read a text on a topic as well as watch a video or news report on the same topic. Students will use information from both to have an understanding of the information provided in both formats.		
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.	Students will determine if the author’s claim is supported by evidence or if it is not.		ProCon.org
	RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Students will compare and contrast the events of two texts on the same topic. Students will compare a primary source to a secondary source. Students will explain what is similar and different between both presentations of the same events or same topic.		
	W.6.2 Write informative/explanatory	Students will explore a debated topic,	Informational Essay, digital	WW Unity of Study

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	<p>texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Establish a thesis statement to present information.</p> <p>b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>write a thesis statement, and fully develop their claim and reasons. Students will maintain a formal style by selecting and using precise and domain specific words. Students use transitional words and phrases that distinguish writing styles and tones determined by the topic and audience. Students conclude by leaving the reader with something to take away and think about a different perspective.</p>	<p>slideshow, writing conferences with teacher, working with writing partners</p>	<p>Book 3</p> <p>Penny Kittle Workshop Handouts</p>
<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the</p>	<p>Students will conduct short research projects to answer a question, using information from multiple sources to</p>			<p>WW Unity of Study Book 3</p>

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	inquiry when appropriate.	gather relevant evidence and details. Students will evaluate and refocus when the evidence does not support the inquiry.		
	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.	Students will gather relevant information from multiple resources (including but not limited to media, interviews, surveys, and observations). Students will evaluate this information for accuracy, credibility, and reliability. Students will provide a basic bibliography of information and sources to avoid plagiarism.		WW Unity of Study Book 3
	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Students will use a variety of digital and traditional tools when asked to present information. Students will add graphics, images, music, and sound to clarify information and add interest. Examples of multimedia presentations may include the following: PowerPoint presentations; recording one's self speaking while going through the presentation using a mirroring or screencasting tool; creating a video to engage your audience in your topic.	Digital slideshow	

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Fourth Quarter				
Reinforce and Review for AIR prep	RL.6.9 Compare and contrast 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.	Students will be able to understand that authors approach themes and topics in unique ways. They will be able to recognize the presentation of themes and topics, as well as how they vary in different genres of literature. Students will be able to analyze why the author chose a particular format to convey their story.	i-Ready diagnostic assessment (spring)	https://oh.portal.airast.org/core/fileparse.php/3094/urlt/OST_Practice_G6_ELA.pdf
Reinforce and Review for AIR prep	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Establish a thesis statement to present an argument.</p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p>	Students will develop multi-paragraph arguments and informative/explanatory writing using clear and relevant evidence from credible sources. Students will explore a debated topic, write a thesis statement, and fully develop their claim and reasons. Students will maintain a formal style by selecting and using precise and domain specific words. Students will use transitional words and phrases that distinguish writing styles and tones determined by the topic and audience. Students will conclude by leaving the reader with something to take away and think about a different perspective.		<p>Common Lit</p> <p>edcite</p>

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<p>Reinforce and Review for AIR prep</p>	<p>RI.6.2 Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details.</p>	<p>Students will determine a central idea, along with the details that convey that central idea. Students will use this evidence from the text to support an objective summary.</p>		
	<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			

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Vision of a Graduate: 6th Grade Language Arts Focus



- Periodic reading of current events (cross curricular with Social Studies) to develop a sense of understanding and empathy for others
- Informational text reading and writing opportunities



- Progressbook weekly check-up
- Parent communication via email/phone calls
- Google Classroom announcements
- Teacher websites



- Quarterly self-reflection to include new goals and progress
- Ongoing teacher modeling of mistakes and learning from them



- Project-based learning assignments allowing for student voice and choice
- Opportunities to synthesize information and summarize within a variety of genres
- Five paragraph essays with a focus on individual claim/thesis statement

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- Weekly partner/group discussions, assignments, and projects
- Peer edit opportunities
- Think/pair/share



- Inclusion setting to allow students an understanding and acceptance of diverse learners
- Opportunities to incorporate lessons from Social-Emotional curriculum (lessons throughout the year)