

Grade: 6 Advanced
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.

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.

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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 What must students know and be able to do?	Advanced Learning and Performance Expectations	Assessment of Learning Options (rubrics to assess learning are incorporated in projects in learning resources) How will we know if they learned this skill?	Learning Resources Options What will we do if they didn't, and what if they did?
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.	Advanced students are expected to be able to analyze and evaluate text evidence (explicitly and implicitly), understand that the theme of a text is influenced by literary elements, and understand how particular elements of a story or drama shape the characters or plot.	i-Ready diagnostic assessment (fall) Reading Conferences, responses to literature with textual evidence <u>Fictional Book Report:</u> Socrative (pre/post) <u>https://b.socrative.com/teacher/#launch</u>	Mentor texts that lend themselves to critical thinking <u>Literature Circle Guidelines:</u> <u>Example/Rubric:</u> <u>Elements of Fiction Cornell:</u> <u>Cornell Notes presentation</u> <u>Common Lit</u> <u>Conference Sheet</u> RW Units of Study for Teaching Reading 6-8 Bend 3

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				<p>Anchor Chart to Investigate Themes</p> <p>Read Write Think</p> <p>Guiding on the Side</p> <p>Notice & Note by Beers and Probst</p> <p>A Teacher's Guide to Reading Conferences by Jennifer Serravallo</p>
	<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>Advanced students are expected to be able to analyze and evaluate text evidence (explicitly and implicitly), understand that the theme of a text is influenced by literary elements, and understand how particular elements of a story or drama shape the characters or plot. Students also will create an objective summary including the development of theme and other story details.</p>	<p>Reading Conferences, Write "Long" about your reading, Reading Conferences, Responses to literature with textual evidence, Book Clubs</p>	<p>RW Units of Study for Teaching Reading 6-8 Bend 1&2</p> <p>Anchor Chart to Think Deeply about Characters</p> <p>Anchor Chart to Investigate the Influence of Setting on Characters</p> <p>Character Trait Practice</p> <p>RW Units of Study for Teaching Reading Social Issues Book Clubs</p>

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				Book Club/Class Sets How to Write "Long" about your Reading
	<p>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.</p>	<p>Advanced students will identify how word choice affects a stanza, poem, or section of a story. Students will determine how text structure helps to convey key concepts in the text, as well as analyze how an author uses point of view to highlight the differences between the perspectives of various characters in a story.</p>	<p>Reading Conferences, Write “Long” about your reading, responses to literature with textual evidence</p>	Falling in Love with Close Reading by Christopher Lehman and Kate Roberts
	<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>Advanced students will determine how text structure helps to convey key concepts in the text, as well as analyze how an author uses point of view to highlight the differences between the perspectives of various characters in a story.</p>		Ereading
	<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</p>	<p>Advanced students are expected to write multi-paragraph narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.</p>	<p>Narrative Essay, writing conferences with teacher, working with writing partners</p> <p>On-demands for writing</p>	<p>WW Unit of Study Personal Narrative Book 1</p> <p>Conference Sheet</p> <p>Peer review Conference Sheet:</p>

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	<p>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 experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p>			<p>Penny Kittle Workshop Resources</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>Advanced students are also expected to use technology to produce, publish, update, link, and cite individual or shared writing products.</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>Advanced students will focus on phrases, clauses, and different types of sentence writing (simple, compound, complex, compound-complex) as well as using commas to separate adjectives.</p>	<p>Narrative Essay, Argument Essay, Informational Essay</p>	<p><i>Mastering the Mechanics</i> (provided with the WW writing units) Use it Don't Lose It Daily Language Practice (Grade 7)</p>
	<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>	<p>Advanced students are expected to demonstrate command of the conventions of standard English grammar and usage</p>		<p><i>Mastering the Mechanics</i> (provided with the WW writing</p>

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	<p>speaking.</p> <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>when writing. Students are also able to ensure that punctuation and spelling when writing is correct.</p>		<p>units)</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>Advanced students are expected to compare and contrast a fictional portrayal from texts and multimedia sources with an historical account of the same person or time period in order to understand how authors alter history.</p>		<p>Kate & Maggie Blog and Resources</p> <p>The Giver project:</p> <p>Additional resources</p> <p>Read Write Think Compare/Contrast project</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>Advanced students are also expected to compare and contrast written text to the same story in another medium, such as a film or audio version, to analyze the effects of the techniques unique to each.</p>		<p>Commonlit.org Edcite.com</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>Advanced students are expected to write multi-paragraph arguments to support claims. They will write multi-paragraph informative/expository texts to convey complex information clearly and accurately. Also, advanced students will use 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 On-demands for writing</p>	<p>WW Unit of Study Book 2 & 3 5 Paragraph Argument Essay outline with counterclaim The Giver Essay project: https://docs.google.com/document/d/1X9gHUyva6YgiLcsazRSTJMF6F7rD4sGSDMdMVHizVF4/edit Argument Presentation: <u>Performance Coach Focus</u> <ul style="list-style-type: none"> • Ethos, logos, pathos Penny Kittle Workshop Handouts</p>
	<p>W.6.9 Draw evidence from literary or</p>	<p>Advanced students are expected to draw</p>		<p>Moving Writer's</p>

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	<p>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”).</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>evidence from multiple literary or informational print and digital sources to support analysis, reflection, and research, generating additional related research questions. Students will assess the credibility and accuracy of each source, quoting and paraphrasing accurately, avoiding plagiarism, and following a standard citation format.</p>		<p>Mentor Text Dropbox</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>Advanced students are expected to come to discussions prepared and participate in a range of collaborative discussions. Students will be able to pose questions that elicit elaboration and respond to their peers questions and comments. They are also expected to analyze main ideas and supporting details in media, as well as being able to explain how this helps to clarify the topic they are studying.</p>		<p>American Rhetoric (Bank of historical speeches Audio/print): https://americanrhetoric.com/</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>Advanced students will be expected to evaluate the evidence presented by a speaker and identify if their evidence or reasoning is strong.</p>		<p>Conferencing</p> <p>Mini-Lesson: Aligning evidence to support your claim</p>
	<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and</p>	<p>Advanced students are expected to present claims and findings precisely and logically and include digital media that</p>		<p>Lincoln/Douglas Debate Presentation: https://docs.google.com</p>

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	<p>details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>helps to clarify and emphasize various ideas in their presentations. They also are expected to adapt speech to a variety of contexts and tasks.</p>		<p>/presentation/d/12e3LCMS8k5wmdpUV4VCB5YIKkByNbgctUNJDZ_2gX0/edit</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>Advanced students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships, and nuances in word meanings. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge and will be introduced to grade-level analogies to understand relationships between words.</p>		<p>https://quizlet.com/</p> <p>Vocabulary.com - Learn Words - English Dictionary</p> <p>Prefix, Suffix, Root Student List</p> <p>Prefix, Suffix, Root Master Copy</p>
	<p>L.6.5 Demonstrate understanding of figurative language, word</p>	<p>Advanced students are expected to determine or clarify the meaning of</p>		<p>eRead Worksheets/ Presentations</p>

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	<p>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>unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships, and nuances in word meaning. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge and will be introduced to grade-level analogies to understand relationships between words.</p>		<p>Connotation/Denotation Skit Project:</p> <p>Connotation/Denotation Presentation:</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>Advanced students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text, along with analyzing interactions between individuals, events, and ideas in a text.</p>	<p>i-Ready diagnostic assessment (winter), presentation of relevant text structures</p>	<p>Current event texts to include global awareness that lend themselves to critical thinking</p> <p>Teen Tribune Roles</p> <p>Newsela Tween Tribune</p> <p>Nonfiction Book Report Speed Dating Nonfiction books (arrange with Media Specialist)</p>

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	<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>Advanced students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text, along with analyzing interactions between individuals, events, and ideas in a text.</p>		
	<p>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.</p>	<p>Advanced students will recognize how parts of a text contribute to the development of a text. Students are expected to determine the meanings of words and phrases as they are used in text, including the structure the author uses to organize the text and how major sections contribute to the whole.</p>		<p>Engage NY</p>
	<p>RI.6.6 Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.</p>	<p>Advanced students will determine an author’s perspective and/or purpose in a text and how the author distinguishes his or her position from that of others.</p>		<p>Read Write Think Text Structure Nonfiction Text Structure Project</p>
	<p>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.</p>	<p>Advanced students are expected to compare and contrast a text to a multimedia version to note how each medium portrays information on a topic.</p>		
	<p>RI.6.8 Trace and evaluate the argument and specific claims in a text,</p>	<p>Advanced students will trace and evaluate an author’s argument to determine if the</p>		<p>ProCon.org</p>

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	distinguishing claims that are supported by evidence from claims that are not.	author's claim is supported by evidence or if it is not.		Ohio Performance Coach
	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).	Advanced students are expected to analyze how two or more authors write about the same topic, by emphasizing different evidence or interpretations of facts. 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 the same topic.		WW2 Book Club ReadWrite Think Chart
	<p>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.</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>	Advanced students are expected to write multi-paragraph arguments to support claims. They will write a multi paragraph informative/expository text to convey complex information clearly and accurately. They are expected to write multi-paragraph narratives that develop real or imagined experiences using narrative techniques and precise language. Students use transitional words and phrases that distinguish writing styles and tones determined by the topic and audience. They also should provide a logical conclusion for the narrative.	<p>Informational Essay, digital slideshow, writing conferences with teacher, working with writing partners, gallery walk</p> <p>On-demands for writing</p>	<p>WW Unit of Study Book 3</p> <p>Informational Essay on an Environmental Issue</p> <p>Penny Kittle Workshop Handouts</p>

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	<p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented.</p>			
	<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Advanced students are expected to conduct short research projects to answer a question using information from multiple sources to gather relevant evidence and details or print and digital sources evaluating and refocusing when evidence does not support the inquiry.</p>		<p>WW Unit of Study Book 3 Passion Period (12 week project):</p>
	<p>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.</p>	<p>Advanced Students are expected to draw evidence from multiple literary or informational print and digital sources to support analysis, reflection, and research, generating additional related research questions. Students will assess the credibility and accuracy of each source, quoting and paraphrasing accurately, avoiding plagiarism, and following a standard citation format.</p>		<p>WW Unit of Study Book 3</p>
	<p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>Advanced students are expected to include digital media that helps to clarify and emphasize various ideas in their presentations. Students will add graphics, images, music, and sound to clarify information and add interest. Examples</p>	<p>Digital slideshow</p>	<p>Presentation based on Environmental Issue</p>

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		<p>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.</p>		
<p>Fourth Quarter</p>				
<p>Reinforce and Review for AIR prep</p>	<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>Advanced students are also expected to compare and contrast written text to the same story in another medium, such as a film or audio version, to analyze the effects of the techniques unique to each.</p>	<p>i-Ready diagnostic assessment (spring)</p>	<p>https://oh.portal.airast.org/core/fileparse.php/3094/urlt/OST_Practice_G6_ELA.pdf</p>

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	<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Advanced students are expected to conduct short research projects to answer a question using information from multiple sources to gather relevant evidence and details or print and digital sources evaluating and refocusing when evidence does not support the inquiry.</p>		<p>Passion Period (12 week project):</p>
<p>Reinforce and Review for AIR prep</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>Advanced students are expected to write multi-paragraph arguments to support claims. They will write multi-paragraph informative/expository texts to convey complex information clearly and accurately. Also, advanced students will use 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>Common Lit edcite MovingWriters mentor text dropbox Ohio Performance Coach (Activities/Practice Tests) WW Heinemann If...Then...curriculum</p>
<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</p>	<p>Advanced students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text, along with analyzing interactions between individuals, events, and ideas in a text.</p>		

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	and relevant details.			
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Advanced students are expected to present claims and findings precisely and logically and include digital media that helps to clarify and emphasize various ideas in their presentations. They also are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.		Discussion Stems
	<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.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p>	Advanced students are expected to write multi-paragraph narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.		Mysteries of Harris Burdick Creative Writing Poetry Writing

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	<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>Advanced students will be expected to evaluate the evidence presented by a speaker and identify if their evidence or reasoning is strong.</p>		<p>Lincoln-Douglas Debate</p>
	<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Advanced students are expected to draw evidence from multiple literary or informational print and digital sources to support analysis, reflection, and research, generating additional related research questions.</p>		<p>Lincoln-Douglas Debate</p>

Vision of a Graduate: 6th Grade Advanced Language Arts Focus



- Periodic reading of current events (cross curricular with Social Studies) to develop a sense of understanding, analyzation, evaluation and empathy for others



- Progressbook weekly check-up
- Digital Homework Chart/Planner
- Parent communication via email/phone calls

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- Informational text reading and writing opportunities

- Google Classroom announcements



- Quarterly self-reflection to include new goals and progress
- Ongoing teacher modeling of mistakes and learning from them
- Peer/Parent/Teacher conferencing/editing/blogging
- Read books with characters who face and overcome challenges



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



- 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)