

6th Grade English Language Arts Curriculum Year-At-A-Glance - Writing

Unit 1: Launching Writers' Workshop	Unit 2: Narrative Writing	Unit 3: Informative/Explanatory Writing	Unit 4: Argument Writing
<p>Essential Standard(s): 6_W_1 The student will understand and apply the structure of the workshop model.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 6_W_1_A Identify the purpose of the three components within the workshop model: crafting, composing, reflecting 6_W_1_B Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) 6_W_1_C Understand and demonstrate the procedures and routines during Writer's Workshop (K, S) 6_W_1_D Use a writer's notebook (i.e. folder, binder, composition notebook) (S) 6_W_1_E Explain and demonstrate the work of a writer (K, S) 6_W_1_F Identify the ways that writers get their ideas (K) 6_W_1_G Identify the resources that writers use (K) 6_W_1_H Communicate about writing in a variety of ways (S) 6_W_1_I Recognize steps in the writing process (K) 6_W_1_J Select appropriate personal goals as a writer to monitor progress (K) 6_W_2_A Follow a writing process to develop a piece of writing through planning, writing a draft, strengthening writing through revising, editing or rewriting, and produce and publish a piece of writing (P) (W.6.5,6) 6_W_2_D 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 (P) (W.6.10) 	<p>Essential Standard(s): 6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 6_W_3 The student will apply the conventions of Standard English grammar and usage in writing. 6_IL_1 The student will gather and utilize relevant information from multiple print and digital sources while avoiding plagiarism.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 6_W_2_A Follow a writing process to develop a piece of writing through planning, writing a draft, strengthening writing through revising, editing or rewriting, and produce and publish a piece of writing (P) (W.6.5,6) 6_W_2_E Write narratives that develop real or imagined experiences using relevant descriptive details and well-structured event sequences (P) (W.6.3) 6_W_2_F Write narratives that engage and orient the reader by establishing a context and introducing a narrator and/or characters (P) (W.6.3a) 6_W_2_U: Write narratives that organize an event sequence that unfolds naturally and logically (P) (W.6.3a) 6_W_2_G Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters (P) (W.6.3b) 6_W_2_I Write narratives that use a variety of transition words and phrases (P) (W.6.3c) 6_W_2_H Write narratives that use precise words and phrases and sensory descriptions and figurative language (P) (W.6.3d) 6_W_2_J Write narratives that provide a conclusion. (P) (W.6.3e) 6_W_3_H Demonstrate sentence variety (declarative, interrogative, imperative, and exclamatory) including simple and compound sentences (P) (L.6.3a) 6_W_3_E Use semi-colons, colons, commas, parenthesis, and dashes accurately to set off non-restricted parenthetical elements (K) (L.6.2a) 6_W_3_F Use commas for appositives, dialogue, and compound sentences (K) 6_W_2_B Apply appropriate paragraphing (P) 6_W_3_G Apply standard spelling using classroom resources as needed (K) (L.6.2b) 6_W_2_C With guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting. (P) (W.6.6) 	<p>Essential Standard(s): 6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 6_W_3 The student will apply the conventions of Standard English grammar and usage in writing. 6_IL_1 The student will gather and utilize relevant information from multiple print and digital sources while avoiding plagiarism. 6_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 6_W_2_A Follow a writing process to develop a piece of writing through planning, writing a draft, strengthening writing through revising, editing or rewriting, and produce and publish a piece of writing (P) (W.6.5,6) 6_W_2_K Write informational texts that introduce a topic and group information logically; include formatting (e.g. headings, illustrations, and multimedia) to aid comprehension(P) (W.6.2a) 6_W_2_L Write informational texts that develop the topic with relevant facts, definitions, quotations, or other information and examples related to the topic (P) (W.6.2b) 6_W_2_M Write informational texts that use appropriate transitions (e.g. in contrast, especially) (P) (W.6.2c) 6_W_2_N Write informational texts that use precise language and vocabulary to explain the topic (P) (W.6.2d) 6_W_2_O Write informational texts that provide a concluding statement related to the information presented (P) (W.6.2f) 6_W_3_A Ensure that pronouns are in the proper case (subjective, objective, possessive) (K) (L.6.1a) 6_W_3_B Use intensive pronoun (e.g. myself, ourselves) (K) (L.6.1b) 6_W_3_C Recognize and correct inappropriate shifts in pronoun number and person (K) (L.6.1c) 6_W_3_D Recognize and correct vague pronouns (e.g. ones with unclear or ambiguous antecedents) (K) (L.6.1d) 6_IL_1_C Quote, paraphrase, or summarize the details or conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources (S) (W.6.8) 6_IL_1_A Assess the credibility of a multi-media source and record relevant information, while using a variety of note-taking and organization strategies (R) (W.6.8) 6_SL_1_D Use visual displays, audio recordings, video, or graphics when appropriate (S) (SL.6.5) 6_SL_1_F Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing (S) (SL.6.1) 6_SL_1_G Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. (S)(SL.6.2) 	<p>Essential Standard(s): 6_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 6_W_3 The student will apply the conventions of Standard English grammar and usage in writing. 6_IL_1 The student will gather and utilize relevant information from multiple print and digital sources while avoiding plagiarism. 6_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 6_W_2_A Follow a writing process to develop a piece of writing through planning, writing a draft, strengthening writing through revising, editing or rewriting, and produce and publish a piece of writing (P) (W.6.5,6) 6_W_2_P Write arguments that introduce a claim and organize the reasons and evidence clearly (P) (W.6.1a) 6_W_2_Q Write arguments that support a claim with clear reasons and relevant evidence using credible sources(P) (W.6.1b) 6_W_2_R Write arguments that use appropriate transitions that organize evidence and use precise language (P) 6_W_2_S Write arguments that provide a concluding statement that follows from the argument presented (P) (W.6.1e) 6_IL_1_D Conduct a short research project, while gathering relevant information from multiple print and digital sources to establish a purpose or answer a question drawing on several sources and refocusing the inquiry when appropriate (P) (W.6.7) 6_IL_1_B Integrate information presented in different media formats (including: videos, pictures, websites, artwork, plays and/or news programs) as well as in words to develop a coherent understanding of a topic or an issue (R) 6_SL_1_E Analyze a speaker's argument, distinguishing claims that are supported by evidence from those that are not (R) (SL.6.3)

6th Grade English Language Arts Curriculum Year-At-A-Glance – Reading

Unit 1: Launching Readers' Workshop	Unit 2: Using Schema	Unit 3: Monitoring for Meaning	Unit 4: Asking Questions
<p>Essential Standard(s): 6_R_1 The student will understand and apply the structure of the workshop model. 6_SL_1 The student will speak and listen effectively in multiple contexts. Learning Targets:</p> <ul style="list-style-type: none"> 6_R_1_A Explain and demonstrate the work of a reader (K, S) 6_R_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting 6_R_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) 6_R_1_D Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading (R) 6_R_1_E Understand and demonstrate the procedures and routines during Reader's Workshop (K, S) 6_R_1_F Communicate about reading in a variety of ways (S) 6_R_1_G Select appropriate personal goals as a reader to monitor progress (K) 6_SL_1_A Follow agreed-upon rules for discussions and speaking (i.e.: listen to others, speak one at a time, eye contact, volume, pace, be prepared) (S) (SL.6.1,2) 	<p>Essential Standard(s): 6_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature. 6_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text. Learning Targets:</p> <ul style="list-style-type: none"> 6_R_3_J Adapt schema while reading a variety of literature- deleting inaccurate information, adding to existing schema, and connecting chunks of knowledge to other related knowledge, opinions, and ideas. (R) 6_R_4_I Adapt schema while reading a variety of informational text- deleting inaccurate information, adding to existing schema, and connecting chunks of knowledge to other related knowledge, opinions, and ideas. (R) 	<p>Essential Standard(s): 6_R_2 The student will determine meanings of words and phrases in grade level literature and instructional text. 6_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature 6_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text. Learning Targets:</p> <ul style="list-style-type: none"> 6_R_2_A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade reading and content choosing from an array of strategies (R) (L.6.4) 6_R_2_B Use context as a clue to identify the meaning of a word or phrase.(L.6.4a) 6_R_2_C Consult glossaries, dictionaries, thesauruses, and other digital sources to determine the meaning of unknown words (K) (L.6.4c) 6_R_2_D Use common, grade-level appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible) (R) (L.6.4) 6_R_4_H Differentiate and analyze text features to clarify meaning in informational text (R) (RI.6.5) 6_R_4_G 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 in informational text (R) (RI.6.5) 6_R_3_F Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting or plot in literature (R) (RL.6.5) 	<p>Essential Standard(s): 6_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature 6_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text. 6_SL_1 The student will speak and listen effectively in multiple contexts. Learning Targets:</p> <ul style="list-style-type: none"> 6_R_3_C Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text (R) (RL.6.1) 6_R_4_C Analyze the author's words and identify evidence from the text to support both stated and inferential questions (including author's purpose and point of view) (R) (RI.6.1) 6_SL_1_B Ask and answer questions in order to seek help, get information, or clarify something that is not understood (S) (SL.6.1c)
Unit 5: Inferring	Unit 6: Using Sensory Images	Unit 7: Determining Importance	Unit 8: Synthesizing
<p>Essential Standard(s): 6_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature. Learning Targets:</p> <ul style="list-style-type: none"> 6_R_3_C Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text (R) (RL.6.1) 6_R_4_C Analyze the author's words and identify evidence from the text to support both stated and inferential questions (including author's purpose and point of view) (R) (RI.6.1) 6_R_3_D Explain how an author develops the point of view of the narrator or speaker in the text. (R)(RL.6.6) 6_R_3_I Analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and spoken words (R) (RL.6.6) 6_R_3_A Analyze plot to determine a theme (R) (RL.6.2) 	<p>Essential Standard(s): 6_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text. 6_R_2 The student will determine meanings of words and phrases in grade level literature and instructional text. Learning Targets:</p> <ul style="list-style-type: none"> 6_R_4_D Compare and contrast mental images created while reading and the images presented in a media version of the same informational text (R) (RI.6.9) 6_R_2_F Interpret figures of speech including hyperbole, personification, and onomatopoeia (R)(L.6.5a) 6_R_2_G Distinguish between literal language (means what it says) and figurative language (sometimes what you say is not exactly what you mean) (K) (L.6.5) 	<p>Essential Standard(s): 6_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature. 6_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text. 6_SL_1 The student will speak and listen effectively in multiple contexts. Learning Targets:</p> <ul style="list-style-type: none"> 6_R_4_B Compose a summary stating the key points of an informational text without adding my own opinions or feelings (R) (RI.6.2) 6_R_3_B Compose a summary stating the key points of a piece of literature without adding my own opinions or feelings (R) (RL.6.2) 6_R_4_G 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 in informational text (R) (RI.6.5) 6_R_3_H Analyze and explain with details from the text how a key individual, event or idea is introduced, illustrated, and elaborated in a variety of literature (R) (RL.6.3) 6_R_4_A Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in informational text (R) (RI.6.3) 6_SL_1_C Tell a story, recount an experience, or report on a topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S) (SL.6.4) 	<p>Essential Standard(s): 6_R_3 The student will develop and apply comprehension strategies while and/or listening to a variety of literature. 6_R_4 The student will develop and apply comprehension strategies while and/or listening to a variety of informational text. Learning Targets:</p> <ul style="list-style-type: none"> 6_R_3_G Describe how characters evolve as the plot moves toward a resolution (R) (RL.6.3) 6_R_3_E 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. (R) (RL.6.7) 6_R_3_K Compare and contrast how two genres of literature can communicate to the same theme or topic. (R) (RL.6.9) 6_R_4_E Compare and contrast how two forms or genres of informational text can communicate to the same theme or topic (R) (RI.6.9) 6_R_4_F 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) (R) (RI.6.9) 6_R_3_H Analyze and explain with details from the text how a key individual, event or idea is introduced, illustrated, and elaborated in a variety of literature (R) (RL.6.3)