

**English Language Arts – 6<sup>th</sup> Grade  
2018-19**

Essential Standards			
6_R_1 The student will apply the structure of the workshop model.	6_R_2 The student will determine meanings of words and phrases in grade level literature and informational text.	6_R_3 The student will develop and apply comprehension strategies while reading and/or listening to a variety of literature (6.RL.3.D)	6_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of informational text (6.RI.3.D)
Learning Targets			
<p><b>6_R_1_A:</b> Explain and demonstrate the work of a reader. (K, S)</p> <p><b>6_R_1_B:</b> Identify the purpose of the three components within the workshop model: crafting, composing, reflecting. (K)</p> <p><b>6_R_1_C:</b> Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting. (K, R)</p> <p><b>6_R_1_D:</b> Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading.(R)</p> <p><b>6_R_1_E:</b> Understand and demonstrate the procedures and routines during Reader’s Workshop. (K, S)</p> <p><b>6_R_1_F:</b> Communicate about reading in a variety of ways. (S)</p> <p><b>6_R_1_G:</b> Select appropriate personal goals as a reader to monitor progress. (K)</p>	<p><b>6_R_2_A:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. [<b>Literature - Word Meanings</b>] (6.RL.1.B) (CCSS RL.6.4)</p> <p><b>6_R_2_B:</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials. [<b>Informational Text - Word Meanings</b>] (6.RI.1.B) (CCSS RI.6.4)</p>	<p><b><u>Approaching Texts as a Reader</u></b>  <b>6_R_3_A:</b> Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [<b>Comprehension</b>] (6.RL.1.A) (CCSS RL.6.1)</p> <p><b>6_R_3_B:</b> Interpret visual elements of a text and draw conclusions from them (when applicable). [<b>Text Features</b>] (6.RL.1.C)</p> <p><b>6_R_3_C:</b> Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.[<b>Summarize/Theme</b>] (6.RL.1.D) (CCSS RL.6.2)</p> <p><b><u>Approaching Texts as a Writer</u></b>  <b>6_R_3_D:</b> Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning. [<b>Structure</b>] (6.RL.2.A) (CCSS RL.6.5)</p> <p><b>6_R_3_E:</b> Explain how an author develops the point of view of the narrator or speaker in a text. [<b>Point of View</b>] (6.RL.2.A) (CCSS RL.6.6)</p> <p><b>6_R_3_F:</b> Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning. [<b>Craft and Meaning</b>] (6.RL.2.C)</p> <p><b>6_R_3_G:</b> Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.[<b>Interaction and Meaning</b>] (RL.2.D) (CCSS RL.6.3)</p> <p><b><u>Approaching Texts as a Researcher</u></b>  <b>6_R_3_H:</b> 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 same text, noting how a performance impacts personal interpretation. [<b>Text in Forms</b>] (6.RL.3.A) (CCSS RL.6.7)</p> <p><b>6_R_3_I:</b> Compare and contrast texts in different genres that address similar themes or topics. [<b>Relationships in Texts</b>] (6.RL.3.B) (CCSS RL.6.9)</p> <p><b>6_R_3_J:</b> Explain how plot and conflict reflect historical and/or cultural contexts. [<b>Historical Context</b>] (6.RL.3.C)</p>	<p><b><u>Approaching Texts as a Reader</u></b>  <b>6_R_4_A:</b> Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [<b>Comprehension</b>] (6.RL.1.A) (CCSS RI.6.1)</p> <p><b>6_R_4_B:</b> Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable). [<b>Text Features</b>] (6.RI.1.C)</p> <p><b>6_R_4_C:</b> Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text. [<b>Summarize/Claim</b>] (6.RI.1.D) (CCSS RI.6.2)</p> <p><b><u>Approaching Texts as a Writer</u></b>  <b>6_R_4_D:</b> Analyze how a particular sentence, paragraph, section, or image contributes to meaning. [<b>Structure</b>] (6.RI.2.A) (RI.6.5)</p> <p><b>6_R_4_E:</b> Explain how an author’s point of view or purpose is conveyed in a text. [<b>Point of View</b>] (6.RI.2.A) (CCSS RI.6.6)</p> <p><b>6_R_4_F:</b> Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning. [<b>Craft and Meaning</b>] (6.RI.2.C) (CCSS RI.6.6)</p> <p><b>6_R_4_G:</b> Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not. [<b>Argument/Evidence</b>] (6.RI. 2.D) (CCSS RI.6.4)</p> <p><b><u>Approaching Texts as a Researcher</u></b>  <b>6_R_4_H:</b> Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation. [<b>Texts/Forms</b>] (6.RI.3.A) (CCSS RI.7.7)</p> <p><b>6_R_4_I:</b> Compare and contrast one author’s presentation of events with that of another. [<b>Relationships/Texts</b>] (6.RI. 3.B) (CCSS RI.6.9)</p> <p><b>6_R_4_J:</b> Explain how the text reflects historical and/or cultural contexts. [<b>Historical Context</b>] (6.RI.3.C)</p>

**English Language Arts – 6<sup>th</sup> Grade  
2018-19**

Essential Standards				
6_W_1 The student will apply the structure of the workshop model.	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.W.3.A.c) (CCSS L.6.1 L.6.2)	6_RM The student will plan for research, gather and use relevant information from a variety of sources.	6_SL_1 The student will speak and listen effectively in multiple contexts.
Learning Targets				
<p><b>6_W_1_A:</b> Identify the purpose of the three components within the workshop model: crafting, composing, reflecting. (K)</p> <p><b>6_W_1_B:</b> Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting. (K, R)</p> <p><b>6_W_1_C:</b> Understand and demonstrate the procedures and routines during Writer’s Workshop. (K, S)</p> <p><b>6_W_1_D:</b> Use a writer’s notebook (i.e. folder, binder, composition notebook). (S)</p> <p><b>6_W_1_E:</b> Explain and demonstrate the work of a writer. (K, S)</p> <p><b>6_W_1_F:</b> Identify the ways that writers get their ideas. (K)</p> <p><b>6_W_1_G:</b> Identify the resources that writers use. (K)</p> <p><b>6_W_1_H:</b> Communicate about writing in a variety of ways. (S)</p> <p><b>6_W_1_I:</b> Recognize steps in the writing process. (K)</p> <p><b>6_W_1_J:</b> Select appropriate personal goals as a writer to monitor progress. (K)</p> <p><b>6_W_1_K:</b> 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) (CCSS W.6.10)</p>	<p><b>Write Narratives</b>  <b>6_W_2_A:</b> Write narratives that develop real or imagined experiences using relevant descriptive details and well-structured event sequences. (P) (6.2.A.a) (CCSS W.6.3)</p> <p><b>2_A1:</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters. (CCSS W.6.3a)  <b>2_A2:</b> Organize an event sequence that unfolds naturally and logically. (CCSS W.6.3a)  <b>2_A3:</b> Use narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS W.6.3b)  <b>2_A4:</b> Use a variety of transition words and phrases. (CCSS W.6.3c)  <b>2_A5:</b> Use precise words and phrases and sensory descriptions and figurative language. (CCSS W.6.3d)  <b>2_A6:</b> Provide a conclusion. (CCSS W.6.3e)</p> <p><b>Write Informative/Explanatory Texts</b>  <b>6_W_2_B:</b> Write informational texts that introduce a topic and group information logically; include formatting (e.g. headings, illustrations, and multimedia) to aid comprehension. (6.W.2.A.b) (CCSS W.6.2a)</p> <p><b>2_B1:</b> Develop the topic with relevant facts, definitions, quotations, or other information and examples related to the topic. (CCSS W.6.2b)  <b>2_B2:</b> Use appropriate transitions. (e.g. in contrast, especially) (CCSS W.6.2c)  <b>2_B3:</b> Use precise language and vocabulary to explain the topic. (CCSS W.6.2d)  <b>2_B4:</b> Provide a concluding statement related to the information presented. (CCSS W.6.2f)</p> <p><b>Write Arguments</b>  <b>6_W_2_C:</b> Write arguments that introduce a claim and organize the reasons and evidence clearly. (6.2.2.A.c) (CCSS W.6.1a)</p> <p><b>2_C1:</b> Support a claim with clear reasons and relevant evidence using credible sources (CCSS W.6.1b)  <b>2_C2:</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  <b>2_C3:</b> Provide a concluding statement that follows from the argument presented (CCSS W.6.1e)</p> <p><b>6_W_2_D:</b> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience. (6.W.2.A) (CCSS W.6.4)</p> <p><b>6_W_2_E:</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (6.W.A.e) (CCSS W.6.6)</p>	<p><b>Spelling &amp; Usage</b>  <b>6_W_3_A:</b> Independently spell and use grade level words correctly, including commonly confused words.</p> <p><b>6_W_3_B:</b> Apply standard spelling using classroom resources as needed. (L.6.2b)</p> <p><b>Parts of Speech</b>  <b>6_W_3_C:</b> Recognize and correct vague and ambiguous pronouns. (L.6.1d)</p> <p><b>Agreement</b>  <b>6_W_3_D:</b> Use subject/verb agreement with 1st, 2nd, and 3rd person pronouns. (4.L.1.A.f)</p> <p><b>Sentences</b>  <b>6_W_3_E:</b> Expand and rearrange simple and compound sentences to improve writing. (4.L.1.A.h)</p> <p><b>Punctuation</b>  <b>6_W_3_F:</b> Use commas for appositives.</p>	<p><b>Inquiry Process:</b>  <b>RM_6_A:</b> Follow a modeled inquiry process. (6.W.1.A)</p> <p><b>Using Schema:</b>  <b>RM_6_B:</b> Predict answers to inquiry questions based on background knowledge and beginning observation or experience.</p> <p><b>Questioning and Topic Development:</b>  <b>RM_6_C:</b> Develop and refine essential (guiding) questions, depending on the type of information needed. (5.W.3.A.a, 5.W.3.A.b)</p> <p><b>Keyword Searching:</b>  <b>RM_6_D:</b> Implement keyword search strategies when using resources such as online encyclopedias and databases, and teacher-approved websites.(8.W.1.A)</p> <p><b>Using and Evaluating Sources:</b>  <b>RM_6_E:</b> Use appropriate approved print and electronic sources relevant to research needs and evaluate their usefulness.(6.W.3.A.d)</p> <p><b>Note Taking:</b>  <b>RM_6_F:</b> Identify and utilize effective note taking strategies to summarize, paraphrase, and quote information. (6.W.3.A.f)</p> <p><b>Drawing Conclusions:</b>  <b>RM_6_G:</b> Draw clear and appropriate conclusions supported by evidence and examples. (9-10.W.1.A)</p> <p><b>RM_6_H:</b> <u>Seek more than one point of view and explain the effect of different perspectives on the information.</u> (7.W.1.A)</p> <p><b>Organizing Information:</b>  <b>RM_6_I:</b> Use a <u>cause/effect</u> organizational pattern to organize information. (8.W.1.A)</p> <p><b>Citing Sources:</b>  <b>RM_6_J:</b> Understand what plagiarism is and how to avoid it. (6.W.1.A)</p>	<p><b>Collaborating</b>  <b>6_SL_1_A:</b> Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. (6.SL.1A) (CCSS SL.6.1b)</p> <p><b>6_SL_1_B:</b> Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (6.SL.1.B) (CCSS SL.6.1.c)</p> <p><b>6_SL_1_C:</b> Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (6.SL. 1.C) (CCSS SL6.1.d SL6.2)</p> <p><b>Presenting</b>  <b>6_SL_1_D:</b> Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume. (6.SL.2.A) (CCSS SL.6.6)</p> <p><b>6_SL_1_E:</b> Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint. (6.SL.2.B) (CCSS SL.6.4)</p> <p><b>6_SL_1_F:</b> Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas. (6.SL. 2.C) (CCSS SL.6.4)</p>

			<p><b>RM_6_K:</b> Cite title and author for all print sources and article title, website and date accessed for electronic sources used. (5.W.3.A., 6.W.1.A)</p> <p><b><u>Presentation:</u></b></p> <p><b>RM_6_L:</b> Organize information and weigh evidence to draw conclusions, form opinions, and create meaning, presenting conclusions and supporting facts in a variety of ways. (5.W.3.A.h)</p> <p><b><u>Reflection During and After:</u></b></p> <p><b>RM_6_M:</b> Identify and evaluate the important features for a good product, assessing and revising own work through collaboration.</p> <p><b>RM_6_N:</b> Identify own strengths and set goals for improvement.</p>	
--	--	--	--	--