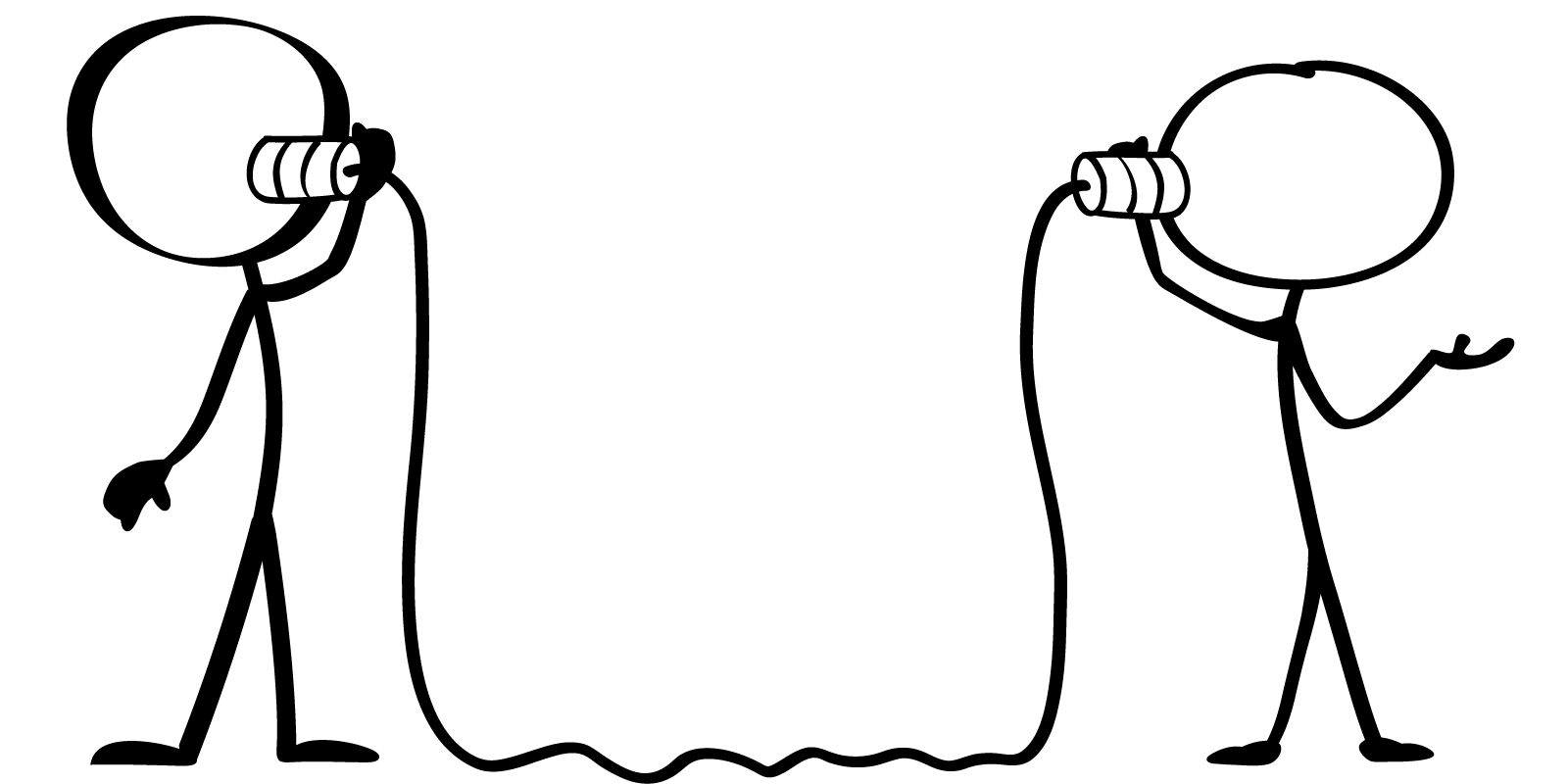
**Content**:

1. **Introduction**
2. **Integrated ELA**
3. **Five Dimensions of Teaching & Learning**
4. **Resources & Strategies**
5. **Grade 6 CCSS Check List**

**6**

**Pacing Guide by Quarters**

**Grade 6** **CCSS Integrated English Language Arts**



**Speaking**



**Listening**

**Reading**

**Writing**



CCSS sixth grade reading informational text integrates English Language Arts with history (social studies) and science. The history and science ELA standards are in the 6th – 8th grade band. All effort has been made to align the 6th – 8th grade ELA history and science to the 6th grade reading informational text standard.

**Introduction and Overview:**

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| All **c**ommon **c**ore **s**tate **s**tandards represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning. | | | | | | | | | | | | | | | |
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| The natures of the ELA common core standards (reading, writing, language and speaking/listening) oblige our instruction to be integrative. Anthologies will become ***secondary*** supportive resources while the CCSS will be the ***primary*** guide. | | | | | | | | | | | | | | | |
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| **Sixth grade** students will be exposed to a wide genre of literary and informational text. | | | | | | | | | | | | | | | |
| Text Types: (approximate lexile range for grades 4-5 is '700-980'). | | | | | | | | | | | | | | | |
|  | ***Literary Types***: Reading to explore others’ experiences; reading for enjoyment | | | | | | | | | | | | | | |
|  |  | *Stories* | | | | | | | | | | | | | |
|  |  | adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths | | | | | | | | | | | | | |
|  |  | *Dramas* | | | | | | | | | | | | | |
|  |  | Includes staged dialogue and brief familiar scenes | | | | | | | | | | | | | |
|  |  | *Poetry* |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | nursery rhymes and subgenres of the narrative poem, limerick, and free verse poem | | | | | | | | | | | | | |
|  | ***Informational Text***: Reading to be informed | | | | | | | | | | | | | | |
|  |  | *Literary Nonfiction and Historical, Scientific, and Technical Texts* | | | | | | | | | | | | | |
|  |  | Includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. | | | | | | | | | | | | | |
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**D**epth **O**f**K**nowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a “depth(s) of knowledge” that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels.[**www.smarterbalanced.org**](http://www.smarterbalanced.org)

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| **WEBB’s Depths Of Knowledge (DOKs)** | | | | | |
| 1. **Recall and Reproduction** | | 1. **Skills and Concepts** | 1. **Short-Term Strategic Thinking** | | 1. **Extended Thinking** |
| **Bloom’s Taxonomy** | | | | | |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Evaluation** | **Synthesis** |

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| ***A Standard is a Depth of Knowledge #1 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #2 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #3 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #4 when students are being asked to…*** |
|  | | | |
| …students are being asked to remember previously learned material by recalling facts, terms, concepts or answers. | …solve problems for new situations by applying learned knowledge, facts or rules in a different way | …examine and break apart information into parts by looking at motives, causes and relationships.  …present and defend an opinion or make a judgment based on a set of criteria | …put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts). |

**D**epth **O**f **K**nowledge

A standard’s assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand or when there are multiple texts the level moves up to a **“4.”**This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is *always* the end goal. A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text.

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| **Grade 6: Literary Text (RL) and DOKs** | | | | | | | | | | | | **Informational Text (RI) and DOKs** | | | | | | | | | |
| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grade 6 | 2 | 2 | 3,4 | 2,3 | 2,4 | 3,4 | 2,4 | N/A | 4 | N/A |  | 2 | 2 | 2,3,4 | 1,2 | 2,4 | 3 | 2,4 | 3 | 4 | N/A |

Grade 6 includes the same DOK for History, Social Studies and science Text

*Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9.Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than beingcaptured under one or more specific assessment target*.

**Overarching standards (taught throughout the year)**

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| RL.6. 10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 6-8 text complexity band independently and proficient |
| RI.6. 10 | * By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 6-8 text complexity band independently and proficiently. |
| 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. |
| RL.6.4 | * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| RI.6.4 | * Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| 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. |
| L.6.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening |
| 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. |
| RH.6-8.10 | * By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
| RST.6-8.10 | * By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently |
| Note | Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. |

**Note:** \* Indicates that the CCSS is Increasing in complexity year to year.

**Introduction Quarter One**

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| ***Grade 6*: Quarter One**  ***Reading Literature***  *In fiction texts, the main idea is much more heavily weighted toward the author's message. An example would be "Never give up on your dreams" from the story of Cinderella.* | | |
| During the first quarter of sixth grade students cite specific textual evidence in order to draw inferences from the text (RL.6.1) summarize central ideas (RL.6.2) and follow the development of plot in literary text (RL.6.3). Sixth graders respond to an author’s style and technique in literary works (W.6.3-a) and are able to incorporate those techniques into writing their own narrative pieces using literary vocabulary and styles/techniques (W.6.3.b-c-d).  ***Informational Text***  *In nonfiction texts, the main idea is what holds the facts together...although, as you'll see below, there's still room for an author's message in nonfiction texts.*  Sixth grade students are expected to read to support an analysis of primary and secondary sources in history, social studies or science (RI.6.1, RH.6.1). They organize details around a central theme or idea to include in their own expository pieces (RI.6.1, RH.6.2). Students become more adapt at understanding and using non-fiction writing structures (W.6.2-a). Students read informational text to analyze in detail individuals, events or ideas and how each are elaborated (W.6.3, RH.6.3). Students edit and write a conclusion to their informational piece by first analyzing how an author concludes his/her own text (W.6.2.e). Sixth graders write and speak in a more formal style, using reference materials to clarify precise word meaning and definitions.  ***ELP:*** Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard | | |
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| **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “lessons.” The standards within each lesson should be taught together. Standards were aligned within lessons based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. | | |
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| **Grade Six ELA Standards Matrix**  Use the grade six ELA Standards Matrix to identify a CCSS for an ELA Standard and its corresponding ELP Standard. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level. | | | | | | | |
| **ELP Standards** | | | **Corresponding CCSS for ELA Standards** | | | | |
| **RL** | **RI** | **W** | **SL** | **L** |
| **1** | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | | **1, 2, 3, 7** | **1, 2, 3, 7** |  | **2** |  |
| **2** | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | |  |  | **6** | **1** |  |
| **3** | speak and write about grade-appropriate complex literary and  informational texts and topics | |  |  | **2,3** | **4** |  |
| **4** | construct grade-appropriate oral and written claims and support them with reasoning and evidence | |  |  | **1** | **4** | **6** |
| **5** | conduct research and evaluate and communicate findings to answer questions or solve problems | |  |  | **7,8,9** | **4** |  |
| **6** | analyze and critique the arguments of others orally and in writing | |  | **8** | **1b** | **3** | **6** |
| **7** | adapt language choices to purpose, task, and audience when speaking and writing | |  |  | **5** | **6** | **6** |
| **8** | determine the meaning of words and phrases in oral presentations and literary and informational text | | **4** | **4** |  |  | **4,5** |
| **9** | create clear and coherent grade-appropriate speech and text | |  |  | **1c, 2c,**  **3c4** | **4,6** |  |
| **10** | make accurate use of standard English to communicate in grade appropriate speech and writing | |  |  |  |  | **1,3** |
| **Legends for Domains (***Claims – Reading – Writing – Speaking/Listening – Language***)** | | | | | | | |
| **RL** Reading for Literature  **RI** Reading for Informational Text  **W** Writing | | **SL** Speaking and Listening  **L** Language | | | | | |

**Pacing Guide by Quarter**

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| **Gr. 6** | **Quarter 1** | | ***Literary Overview:*** Literary text in the first quarter of sixth grade targets citing specific textual evidence in order to draw inferences from the text. Students determine a central idea and how it’s conveyed through details. Students learn to understand how a plot unfolds in a series of episodes. Sixth graders respond to an author’s style and technique in literary works and are able to reproduce those techniques while writing their own narrative pieces. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Literary Text** | |
| **Unit of Study One- Literary Text** | | | | **Unit of Study Two- Literary Text** | | **Unit of Study Three- Literary Text** | |
| **Overview**: Students in sixth grade study literary narrative techniques in order to write their own narratives. Using language forms of the function explaining, students learn to develop and use explanations using appropriate verb forms, declarative and complex sentences, adverbs of manner and indicative verbs (**ELP Target**). | | | | * + **Overview**: Sixth grade students studied narrative techniques (dialogue, pacing, and description, to develop experiences, events, and/or characters) while reading literary text. They use these techniques in their own writing as part of the planning and revising stages. Description is used to summarize a main idea (**ELP Target**). | | **Overview**: Students use specific literary vocabulary (plot, episode, characters, resolve, elements, setting, dialogue, incidents, action, etc…) in discussions about literary text. Literary techniques will be evident as students complete a narrative writing piece (**ELP Target**). Students are able to recognize literary vocabulary in selected reading text. They complete their narrative writing piece by editing for transitional words to indicate shifts and state a conclusion. | |
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| **Reading Skill:** | | Inferring | | **Reading Skill:** | Main Idea | **Reading Skill:** | Drawing Conclusions |
| **Reading Strategy:** | | Evaluation | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Explaining | | **E.L.P. Target Function:** | Description | **E.L.P. Target Function:** | Literary Analysis  Drawing conclusions |
| E.L.P. Target Forms: | | Explaining Details: did, are, will, am, is, can, (present and past verb phrase tenses) can, run , did run - ran | | E.L.P. Target Forms: | Describing: (to summarize) compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially | E.L.P. Target Forms: | Literary Analysis: sentences - simple: subjects, verbs, adjectives or objects, compound: before, and, after  Drawing Conclusions: |
|
| **I Read** to infer using specific textual evidence to support my analysis. | | | | **I Read** to determine a theme, use **details** as support, and provide a summary of my findings. | | **I Read** how **resolution** of a **plot** **evolves**, **character** **responses** and **sequential** story **episodes** (supports ELP standard). | |
| * **RL.6.1-ELP-1** Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text. *Use text to model author’s descriptive language in narrative style.* | | | | * **RL.6.2-ELP-1** Determine a theme or central idea of a text and how it is conveyed through particular **details**; provide a summary of the text distinct from personal opinions or judgments. *Relate text to writing style that students can implement.* | | * **RL.6.3-ELP-1** 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**. *Studying plot sequence supports the narrative writing piece students produce.* | |
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|
| **I Write** and **Speak** using **words** and **phrases** with descriptive detail and sensory language (supports ELP target). | | | | **I Plan** to write a narrative piece by **organizing event sequence**. | | **I Edit** my narrative piece to be sure I have **transitional words** to **sequence plot** development and to provide a strong conclusion. | |
| * + **W.6.3.d-ELP-3** Use precise **words** and **phrases**, relevant descriptive details, and sensory language to convey experiences and events. *Students write a response about the author’s descriptive style and literary techniques.* | | | | * + **W.6.3.a-ELP-3** 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. *Refer to the structure sequence author’s use in literary text as the reading stimulus as a reference for their own writing.* | | * + **W.6.3.c-ELP-9** Use a variety of **transitional words**, **phrases**, and **clauses** to convey **sequence** and **signal shifts** from one time frame or setting to another.   + **W.6.3.e –ELP-3** Provide a **conclusion** that follows from the **narrated** experiences or **events** (supports ELP standard). | |
|
|
| **I Write** to respond about how the author uses **technique**, **detail** and **structured event sequences** (supports ELP target). | | | |
| **W.6.3-ELP-3** Write narratives to develop real or imagined experiences or events using effective **technique**, relevant descriptive **details**, and well-**structured event sequences**. *Students study an author’s narrative writing format (structure, as a model for their own writing.* | | | | **I Revise** my narrative piece to reflect descriptive **dialogue** (ELP standard) and maintain **style** and **tone**. | | **I Speak** and **Write** using **punctuation** for **effect** during discussions and in writing. I am **prepared** for **discussions**. | |
| * + **W.6.3.b-ELP-3** Use narrative techniques, such as **dialogue**, **pacing**, **and description**, to develop experiences, events, and/or characters. | | * + **L.6.2.a –NO ELP** Use **punctuation** (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   + **SL.6.1.a –ELP-2**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. | |
| **I Speak** and **Write** using a variety of **sentence patterns** for interest and style and to **engage** in **discussion**. | | | |
| * + **L.6.3.a-ELP-10** Vary **sentence patterns** for meaning, reader/listener interest, and style.   + **SL.6.1-ELP-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. | | | | * + **L.6.3.b-ELP-10** Maintain **consistency** in style and tone.   + **SL.6.1.c-ELP-2** Pose and respond to specific questions with **elaboration** and **detail** by making comments that contribute to the topic, text, or issue under discussion (ELP standard). | |

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

**Pacing Guide by Quarter**

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| **Gr. 6** | **Quarter 1** | | ***Informational Overview:*** Sixth grade students begin to use history, social studies and science texts as “reading texts.” As they read they study the use of style, structure, organization and how details convey a central theme. Students are able to reproduce some of these concepts into their own informational writing pieces. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Informational Text** | |
| **Unit of Study Four -Informational Text** | | | | **Unit of Study Five - Informational Text** | | **Unit of Study Six - Informational Text** | |
| **Overview**: Students read to support an analysis of a primary and secondary source in history or social studies. They cite specific evidence to support inferences from text (**ELP Target**).Students organize relevant content to include in their own expository pieces. Students gain an understanding of non-fiction writing structures. | | | | **Overview**: Students have responded about how an author presents information through style and structure in Unit #1.They plan an explanatory/informational writing piece referring to a history, social studies or science text. Using description of details, students summarize the identified central idea (**ELP Target**). | | **Overview**: Students read informational text (history) to analyze in detail how individuals, key steps in a process, events or ideas are elaborated through examples. They draw a specific conclusion (**ELP Target**) about a historical event based on text evidence. Students write an informational piece | |
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| **Reading Skill:** | | Inferring | | **Reading Skill:** | Main Idea | **Reading Skill:** | Drawing Conclusions |
| **Reading Strategy:** | | Evaluation | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Explaining | | **E.L.P. Target Function:** | Description | **E.L.P. Target Function:** | Drawing conclusions |
| E.L.P. Target Forms: | | Explaining Details: did, are, will, am, is, can, (present and past verb phrase tenses) can, run , did run - ran | | E.L.P. Target Forms: | Describe:(to summarize) compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially | E.L.P. Target Forms: | Drawing conclusions: elements of compare/contrast, comparative adjectives with conjunctions such as *although, because, that,* idiomatic phrases and passive voice |
|
| **I Read** informational text to **analyze** and **infer**. | | | | **I Read** informational text to **determine** and **summarize** a **central idea without** my personal **opinion** or **judgment**. I indicate my **source**. | | **I Read** historical text to **analyze** key i**ndividuals**, key **steps** of a **process**, **events** or **ideas** in detail (including **elaboration** through examples). | |
| * **RI.6.1-ELP-1** Cite **textual evidence** to support **analysis** of what the text says explicitly as well as **inferences** drawn from the text (supports ELP Target). * **RH.6-8.1-ELP-1** Cite specific **textual evidence** to support analysis of **primary and secondary sources**. *Use text to model author’s writing style and structure for presenting history or social studies topics.* | | | | * **RI.6.2-ELP-1 Determine** a **central idea** of a text and how it is conveyed through particular **details**; provide a **summary** of the text distinct from personal opinions or judgments.**RH.6-8.2/RST.6-8.2** Determine the central ideas or information of a **primary** or **secondary source**; provide an accurate **summary** of the **source** distinct from prior knowledge or **opinions**. *Model an author’s style and structure of presenting a central idea in history/social studies/science topics.* | | * **RI.6.3-ELP-1** Analyze in **detail** how a key **individual**, **event**, or **idea** is introduced, illustrated, and **elaborated** in a text (e.g., through examples or anecdotes). * **RH.6-8.3-ELP-1 Identify** key **steps** in a text’s description of a **process** related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | |
|
| **I Write** and **Speak** about what I’ve read to convey **ideas** in an **organized** and **relevant** way. | | | | **I Plan** my writing by **organizing relevant** topic **information**. | | **I Edit** my informational piece to be sure my **formal style** is **consistent**. My conclusion is based on supported evidence (supports ELP standard). | |
| **W.6.2-ELP-3** Write informative/explanatory texts to examine a topic and convey **ideas**, concepts, and information through the **selection**, **organization**, and **analysis** of relevant content*.*  *Students write a response about how an author organizes ideas.* | | | | * + **W.6.2.b-ELP-3** Develop the **topic** with **relevant** facts, definitions, concrete details, quotations, or other **information** and examples *(graphic organizers.)* | | * **W.6.2.e-ELP-3** Establish and **maintain** a formal **style** * **W.6.2.f –ELP-3** Provide a **concluding** statement or section that follows from the **information** or **explanation** presented (supports ELP standard). | |
|
| **I Write** using **strategies** to **organize ideas** and **concepts**. | | | |
| * + **W.6.2.a-ELP-3** 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 when useful to aiding comprehension.   *Students analyze an author’s writing format (structure) as a model for planning.* | | | | **I Revise** my writing piece to be sure **transitions** emphasize and describe the main idea (supports ELP standard). | | **I Write** to be sure my **meaning** is **precise** in my word choice. | |
| * + **W.6.2.c –ELP-9** Use appropriate **transitions** to clarify the relationships among ideas and concepts. | | * + **L.6.4.c –ELP-8** 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. | |
|
| **I Write** using **conventional language** to explain informational topics. | | | | **I Speak** about a topic using **multimedia** to **clarify** information. | |
| **L.6.1.e-ELP-10** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in **conventional language**. | | | | * + **W.6.2 d-ELP-3** Use **precise language** and **domain**-**specific vocabulary** to inform about or explain the topic. | | * + **SL.6.5-NO ELP** Include **multimedia components** (e.g., graphics, images, music, and sound) and visual displays in presentations to **clarify** information (use discussion to support ELP standard of drawing conclusions). | |
| **I Speak** and **interpret ideas** in various formats (charts, tables). | | | | **I Speak** about a topic using **multimedia** to **clarify**. | |
| **SL.6.2-ELP-1 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 (explaining supports ELP standard). | | | | * + **SL.6.5-NO ELP** Include **multimedia****components** (e.g., graphics, images, music, sound) and visual displays in presentations to **clarify** information | |

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

**First Quarter Focus Standards**

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| --- | --- | --- | --- |
| **Gr6** | **Quarter 1** | Bold red **underlined** text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **Unit of Study One – Literary Text** | | **Unit of Study Two – Literary Text** | **Unit of Study Three – Literary Text** |
| **I can**   * **infer** using specific **textual evidence** to support my analysis (RI.6.1). * use **words** and **phrases** with **descriptive detail** and sensory **language** (supports ELP standard), (W.6.3.d). * respond about how the author uses **technique**, **detail** and **structure** (W.6.3). * use a **variety** of **sentence patterns** for interest and style and to engage in discussion, (L.6.3.a, SL.6.1). | | **I can**   * **determine** a **theme**, use details as support and provide a summary of my findings (RL.6.2). * **write** a narrative piece by **organizing event sequence** (W.6.3.a). * my narrative piece to reflect descriptive **dialogue** and maintain **style** and tone (W.6.3.b). | **I can**   * explain how **resolution** of a plot **evolves** using **character responses** and **sequential** story **episodes** (RL.6.3). * edit my narrative piece to be sure I have **transitional words** to **sequence plot** development and to provide a strong c**onclusion** (W.6.2.e, W.6.2.f). * use **punctuation** for **effect** (L.6.2.a, SL.6.1). |

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| **Unit of Study Four – Informational Text** | **Unit of Study Five – Informational Text** | **Unit of Study Six – Informational Text** |
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| **I can**   * cite **textual** **evidence** including **primary** and **secondary sources** (RL.6.1,RH.6-8.1). * select, organize and analyze **informational** **content** about a topic (W.6.2.) * recognize and use **conventional** **English** when writing and presenting (L.6.1.e). * use strategies such as **definition**, **classification, comparison/contrast**, and **cause/effect**to introduce a topic(W.6.2.a) * Interpret information presented in **diverse** **media** and **formats** (W.6.2.a, SL.6.2). | **I can**   * **determine** the **central idea** of a history or social studies text and summarize the source (RI.6.2, RH.6-8.2, RST.6-8.2). * use **facts**, **definitions**, concrete **details**, **quotations**, or other information and examples (W.6.2.b). * use appropriate **transitions** to clarify the relationships among ideas and concepts (W.6.2.c). * use **precise language** and **domain**-**specific vocabulary** to inform about or explain a history or social studies topic (W.6.2.d). * use **multimedia** and **visual displays** when I speak to an audience to help them understand my topic (SL.6.5). | **I can**   * give an **example** of how **individuals**, **events**, or **ideas** are introduced, illustrated, and **elaborated** in a text (RI.6.3). * **identify** key **steps** in a **process** related to history/social   (RH.6-8.3).   * **write** using a **formal** **style** (W.6.3.e). * **write** a **concluding statement** using information I’ve presented (W.6.2.f). * use **reference materials** to be sure I am using words in the right context (L.6.4.c). |
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**Introduction Quarter Two**

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| ***Grade 6***: Quarter Two  ***Reading Literature***  Students read complex literature and more sophisticated ideas. They read narratives that may take the form of fictional stories, memoirs, and anecdotes, types of poetry or autobiographies. They analyze parts of a narrative text to understand its contributions to developing the theme, setting and plot (RL.6.5). They recognize context, characters and event sequence. Students compare what they see and hear in a narrative text in contrast to its audio or video version (RL.6.7). Students infer a point of view using clues within context (RL.6.6).  Studied authors become student guides to narrative writing structures (W.6.3-a). They develop an organized event sequence using transitional words to signal a change in events (W.6.3.c). Characters have an evident point of view (clued with precise words and dialogue),(W.6.3.b), while descriptive details convey experiences and events. Students continue to demonstrate a command of previously learned language conventions as they write and integrate pronoun use to a more advance level (L.6.1.a). Sixth graders demonstrate in their writing an understanding of subjective, possessive and objective pronouns (L.6.1.b). They correct inappropriate shifts in pronouns and correct vague or unclear pronouns. Students use intensive pronouns correctly (L.6.1.c-d).  ***Informational Text***  Informational text provides a connection to history, social studies and science. Students read informational text and evaluate how author’s use structure to organize text (RI.6.5, RST.6.5). They analyze the author’s purpose in informational text (explanation, procedure or experiment), (RI.6.6, RST.6.6).  The Common Core State Standards put particular emphasis on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. Argument writing is essentially essay writing. Students in sixth grade choose a topic to write about. They read and analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by evidence (W.6.1-a). They write an argument to support a claim about an historical event *(if science students make claims in the form of statement or conclusions*).  They integrate information from various sources (RI.6.7, RH.6.7 or RST.6.7). Students write to defend a claim or show both sides of an issue (W.6.1.b, WHST.6.1b-c). They write in a formal style (L.6.3.b). Students use words and phrases to clarify meaning using a variety of strategies (relationship words are used in more specificity {item/category}, context supports word meaning, references provide precise meaning), (W.6.1.c).  ***ELP***: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “lessons.” The standards within each lesson should be taught together. Standards were aligned within lessons based on cognitive and language functions (English Language Proficiencies). Teachers are encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 6** | **Quarter 2**  Reading Literature | | **Literature Overview**Students focus on literature in the second quarter of sixth grade. They understand how narrative text structures contribute to theme, setting and plot. Students read and use text structures to guide their own narrative writing. They plan a context, introduce characters and organize an event sequence. Students integrate narrative techniques, use transitional words, sustain a point of view and demonstrate a command of language conventions.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - Literary Text** | | | | **Unit of Study #2 - Literary Text** | | **Unit of Study #3 - Literary Text** | |
| **Overview**: Students analyze parts of a narrative text to understand its contributions to developing the theme, setting and plot (**ELP target**). They write and respond about the structure of a studied text to prepare for writing their own narratives. They recognize context, characters and event sequence. Pronouns are used correctly. | | | | **Overview**: Students compare and contrast what they see and hear in a studied narrative text and its audio or video version (**ELP target**). They continue to study structure and development (in many versions), of theme, setting and plot. They integrate dialogue, pacing, description and transitional words as they plan and revise their own writing. | | **Overview**: Students read to write. They develop a definite point of view in their narrative writing. They use clues (precise words and phrases) to infer a point of view and to convey experiences or events. They verify word meaning with references. Editingfocuses on pronoun use and a conclusion (**ELP target**) emphasizing point of view. | |
| **Reading Skill:** | | Text Organization | | **Reading Skill:** | Compare and Contrast | **Reading Skill:** | Author’s Purpose |
| **Reading Strategy:** | | Summarizing | | **Reading Strategy:** | Monitor and Clarify | **Reading Strategy:** | Evaluate |
| **E.L.P. Target Function:** | | Analyze  Explain | | **E.L.P. Target Function:** | Compare and Contrast | **E.L.P. Target Function:** | Drawing Conclusions |
| E.L.P. Target Forms: | | Analyze: verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly  Explain: appears to, suggests, means that, (verb tenses)in, is, I came, I \_\_\_(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, | | E.L.P. Target Forms: | Compare and Contrast: \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_ | E.L.P. Target Forms: | Conclusion: comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also) |
| **I Read** to **analyze** how text **structures** affect story **elements**. | | | | **I Read** to **compare written** works to **audio**, **video** or **live** versions. | | **I Read** to understand how **point** of **view** is **developed** and why. | |  |  |  | |
| * **RL.6.5-NO ELP** Analyze how a particular **sentence**, **chapter**, **scene**, or **stanza** fits into the overall structure of a *narrative* text and **contributes** to the development of the **theme**, **setting**, or **plot**. *Possible questions: How does the chapter contribute to the rising action? How does the author use the scene to develop a theme? How does description establish the setting?* (Supports ELP standard.) *Use studied text structure to model theme, setting and plot development (graphic organizer).* | | | | * **RL.6.7-ELP-1 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. *Ask students how one version (print, digital) is different than another (audio, video) of the same story. Compare the development of theme, setting and plot in different versions* (supports ELP standard). | | * **RL.6.6-NO ELP** Explain how an author **develops** the **point** of **view** of the narrator or speaker in a text. *How does an author develop the point of view of a specific character? What is the author’s most likely reason in writing a story from a characters point of view? How does telling a story from a certain point of view influence the story? Model reaching a conclusion about a point of view* (supports ELP standard). | |
| **I Write** a narrative using **descriptive details** and a clear **event sequence**. | | | | **I Plan** the development of **events** and **characters** with **dialogue**, **pacing** and descriptive **details**. | | **I Write** to convey experiences or events with **precise words**, **descriptions** and **sensory language**. | |
| * **W.6.3-ELP-3** Write narratives to develop real or imagined experiences or events using effective technique, relevant **descriptive details**, and well-structured **even**t **sequence**. | | | | * + **W.6.3b-ELP-3** Use narrative techniques, such as **dialogue**, **pacing**, and **description**, to develop **experiences**, **events**, and/or **characters**. *Students plan their writing using the modeled narrative graphic organizer from Unit #1. They use the techniques of dialogue, description and pacing.* | | * + **W.6.3d-ELP-3** Use **precise words** and **phrases**, relevant **descriptive details**, and **sensory language** to convey experiences and events.   + **L.6.4d-ELP-8** 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). | |
| **I Write** to establish a **context**, introduce **characters** and organize **events**. | | | | **I Revise words**, **phrases** and **clauses** to show **transitions** between events.  I use **commas** to set off **non**-**essential** words or phrases. | | **I Edit** my **conclusion** to **follow** the **events** in my writing. I edit **pronouns** for correct use. | |
| * + **W.6.3a-ELP-3** 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. *Continue asking questions about a studied narrative text (i.e., how does the author establish, introduce and organize the narrative? Students could respond in a journal).* | | | | **W.6.3c-ELP-9** Use a variety of **transition words**, **phrases**, and **clauses** to convey **sequence** and signal shifts from one time frame or setting to another. **L.6.2a –NO ELP** Use punctuation (**commas**, parentheses, dashes) to set off **nonrestrictive**/parenthetical elements.\* *Non-restrictive modifiers add information that is* ***not essential****...(i.e., The lawyers, who have an office downtown, think that we have no chance of winning.* | | * + **W.6.3e-ELP-3**  Provide a **conclusion** that **follows** from the narrated experiences or **events**. *The conclusion supports the event sequence but expands on evidence of the author’s point of view.* **L.6.1c-ELP-10** Recognize and correct inappropriate **shifts** in **pronoun** number and person.\* **L.6.1d-ELP-10** Recognize and correct vague **pronouns** (i.e., ones with unclear or ambiguous antecedents).\* | |
| **I Write** using **pronouns** correctly. I recognize pronouns in text I read. | | | | **I Write**, **plan** and **revise** with support from peers and adults. | | **I Speak** to **present** my narrative writing. | |
| * + **L.6.1a-ELP-10** Ensure that **pronouns** are in the proper case (**subjective**, **objective**, **possessive**). *Subjective case:  We spoke to Jill. Objective case:  Jill spoke to us. Possessive case:  Our friend Jill is overseas*.   + **L.6.1b-ELP-10** Use **intensive pronouns** (e.g., myself, ourselves*). Intensive: I myself am sick of the heat. Reflexive: I gave myself plenty of time to get to work. You should let yourself into the house.* | | | | **W.6.5-ELP-7** 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.**Sl.6.1.b-ELP-10** Follow rules for **collegial discussions**, set specific goals and deadlines, and define individual roles as needed. | | **SL.6.4-ELP-8 Present** claims and findings, sequencing ideas logically and using pertinent **descriptions**, **facts**, and **details** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | |  | | |

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| **Gr. 6** | **Quarter 2**  Reading Informational | | **Informational Overview** Student focus on informational text in the second quarter of sixth grade begins with an analysis of text structure and how structure contributes to the development of ideas. They integrate ideas from many sources and through collaborative research in order to write an argument piece. Students determine a point of view or purpose in their writing with evidence for support. They understand how words, phrases and context contribute to their writing.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Students will analyze how structure contributes to the development and understanding of a topic’s key ideas (**ELP target**). They identify (in history or science text), arguments based on claims supported by reason and evidence. | | | | **Overview**: Students in sixth grade are planning to write an argument piece. They use learned structures from studied texts. Students integrate information from various sources (**ELP target**) and use visual media with text to clarify meaning. They revise words and sources to clarify meaning. | | **Overview**: Students determine an author’s point of view or purpose based on clues from the text (**ELP target)**. Students write an argument piece using clues to support a point of view. They edit using a formal writing style. Their conclusion supports the argument. | |
| **Reading Skill:** | | Cause and Effect | | **Reading Skill:** | Making Generalizations | **Reading Skill:** | Author’s Purpose |
| **Reading Strategy:** | | Summarizing | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Evaluate |
| **E.L.P. Target Function:** | | Analyze  Cause and Effect | | **E.L.P. Target Function:** | Synthesizing | **E.L.P. Target Function:** | Supporting Opinions  Interpreting |
| E.L.P. Target Forms: | | Analyze  verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly any  Cause and Effect  because, since, consequently, if….then, led to, due to, explains why | | E.L.P. Target Forms: | Synthesize  relationship verbs: contain, entail, consist of, portative’s such as: a part of, a segment of, and quantifiers: some, a good number of, almost all, a few, hardly any | E.L.P. Target Forms: | Support Opinions  like/don't, agree/don't, should/not, because/so, IF …can, would, may, must,  Interpret  because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, consists of |
| **I Read** to understand how specific **text parts contribute** to idea **development** and the type of **structure** used to **convey information**. | | | | **I Read** to **integrate** information from various **sources**. I **integrate visual information** with text in order to aid in understanding of a topic. | | **I Read** about the author’s **point** of **view**. I can explain how it is **conveyed**. I identify **aspects** of a text that **reveal** the **point** of **view**. | |  |  |  |
| * **RI.6.5-NO ELP** 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.**RH.6-8.5-NO ELP** Describe how a text presents **information** (e.g., sequentially, comparatively, causally), (**History text**).*Read examples from texts that use sequence (chronology), cause/effect and description to convey information. Possible questions: How does the cause/effect structure of \_\_chapter contribute to the development of the author’s central idea? How does the description in the \_\_paragraph contribute to the development of the author’s key ideas? How does the use of chronological order in the \_\_ section help the reader understand the development of the author’s ideas?* (Supports ELP standard). | | | | * **RI.6.7-ELP-1 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 **RH.6-8.7-ELP-1 Integrate visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts (**history text**),(supports ELP standard).*Possible prompts: Using the information in the text and the diagram, explain \_\_.Using the information in the article and the graph, explain the impact of \_. Using the information in the text and the time line, explain the development of \_\_. Using digital resources collect information about \_\_. Connect to student argument writing in supporting claims (Unit #4).* | | * **RI.6.6 –NO ELP** Determine an author’s **point of view** or **purpose** in a text and explain how it is **conveyed** in the text.**RH.6-8.6-NO ELP** Identify **aspects** of a text that **reveal** an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts), (supports ELP standard),*(****history text****).Possible Questions: What is the author’s viewpoint on \_\_? How does the author convey his/her viewpoint in the text? Use examples from the text to support your answer. What is the author’s purpose in this text? How do you know? Is he/she successful in achieving it? Why or why not? Use examples from the text to support your answer. Ask how a student’s own writing conveys the point of view.* | |
| **I Read** to learn how major **sections** of text are organized to **contribute** to **understanding** a topic. | | | | **I Read** to answer questions using a **flowchart**, **diagram**, **model**, **graph** or **table**. I **integrate quantitative** or **technica**l information. | | **I Read** to be able to analyze why the **author** explains a **procedure** or discusses an **experiment** in a text. | |
| * **RST.6-8.5-NO ELP** Analyze the **structure** an author uses to **organize** a text, including how the **major sections** contribute to the **whole** and to an **understanding** of the topic. *If you are using a* ***science text*** *follow this standard, but connect to* ***RI.6.5*** *text structures.* | | | | * **RST.6-8.7-ELP-1 Integrate quantitative** or **technical** information expressed in words in a text with a **version** of that information **expressed visually** (e.g., in a **flowchart**, **diagram**, **mode**l, **graph**, or **table**).*If you are using a* ***science text*** *follow this standard, but connect to* ***RI.6.7****.* | | * **RST.6-8.6-NO ELP** Analyze the **author’s purpose** in providing an **explanation**, describing a **procedure**, or discussing an **experiment** in a text. *If you are using a* ***science text*** *follow this standard, but connect to* ***RI.6.6.*** | |
| **I Write** to **support** a **claim** with **evidence** and organized **reasons**. | | | | **I Plan** my writing using a variety of **sources** and accurate **data**. **I Revise** using **words** and **phrases** to clarify meaning. | | **I Edit** to be sure my writing style is **formal**. I conclude with a statement **supporting** my **argument**. | |
| * **W.6.1-ELP-4** Write **arguments** to **support claims** (**WHST.6-8.1-ELP-4** *discipline-specific content*) with clear **reasons** and relevant **evidence**. **W.6.1a-ELP-4** Introduce claim(s) and organize the reasons and evidence clearly (**WHST.6-8.1a-ELP-4** how is it different than other claims?). | | | | * + **W.6.1b-ELP-4 Support claim(s)** with clear **reasons** and relevant **evidence**, using credible **sources**, demonstrating understanding of a topic or text. **WHST.6-8.1b – ELP-4**uses **accurate data** and credible sources.   + **W.6.1c** **–ELP-9** Use **words**, **phrases**, and **clauses** *to clarify relationships* with evidence. | | * + **W.6.1d-ELP-4** and **WHST.6-8.1d-ELP-4** establish and maintain a **formal style**.   + **W.6.1e-ELP-4** and **WHST.6-8.1e-ELP-4** provides a **concluding** statement or section that follows and **supports** the **argument** presented. | |
| **I Write** to use **cause/effect structure**. **I Speak** being prepared. | | | | **I Write** consulting **reference materials** for **pronunciation** and **meaning**. | | **I Write** with a **formal** **consistent** style. My **words** give clues to purpose. | |
| **L.6.5.b-ELP-8** Use the **relationship between** particular **words**(e.g., **cause/effect**, part/whole, item/category) to better understand each of the words.**SL.6.1.a-ELP-2** 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 (continue in units#5 and# 6). | | | | * + **L.6.4.c-ELP-8** 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..   + **W.6.6-ELP-2**Conduct short **research projects** to answer a question…*Students research facts and information to support their argument writing piece.*   + **L.6.1.a-ELP-2**….. (continued from unit 4.) | | * + **L.6.3.b-ELP-10** Maintain **consistency** in style and tone.   + **L.6.4.a –ELP-8** 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…**SL.6.1.a-ELP-2**…. (continued from unit 4). | |

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| **GR 6** | **Quarter 2** | Bold red **underlined** text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * determine the various **structures** of literary text (RL.6.5). * determine the **theme**, **plot** and **setting** (RL.6.5). * analyze how a particular **sentence**, **chapter**, **scene** or **stanza** fits into the overall structure of a text (RL.6.5). * analyze how each part **contributes** to theme development (RL.6.5). * describe ways authors **engage** readers(W.6.3.a) * establish context by **introducing** a **narrator** or **character**(s) in my narrative writing (W.6.3.a). * recognize and **organize** an **event sequence** (W.6.3.a). * recognize appropriate **pronoun** case (**subjective**, **objective** and **possessive**) (L.6.1.a) * recognize and determine proper **intensive pronouns**. L.6.1.b) | | **I can**   * recognize **multiple** text **formats** (**audio**, **video**, **live** and written versions), (RL5.7). * determine **similarities** and **differences** in reading a story, **drama** and **poem** **compared** toan audio, video or live version (RL5.7). * can analyze and use in my writing, narrative techniques such as **dialogue**, **description** and **pacing** (W.6.3.b). * identify and use in my writing **transitional words**, **phrases** and **clauses** that indicate a change in a narrative (W.6.3.c). * use **punctuation** (commas, parenthesis, dashes) to set off information that is not essential (L.6.2.a). * follow agreed upon **rules** during discussions, set **goals** and work with a peer as needed (SL.6.1.b). | **I can**   * recognize **strategies** authors’ use to develop different points of view (revealing character’s **thoughts** and **actions**, **dialogue**, what other **characters think** or **say**) (RL.6.6). * identify **details** in the text where an **author develops** a narrator’s or character’s **point** of **view**(RL.6.6). * use precise **words**, descriptive **details** and **sensory** **language** to develop experiences and events (W.6.3.d). * write a **conclusion** for my narrative that follows the **sequence** of **events**(W.6.4.e). * recognize and use **indefinite** **pronouns** to improve my writing (L.6.1.c). * recognize and **correct shifts** in **pronoun number** and **person** in my writing(L.6.1.d). * present my narrative writing focusing on **details**, logical **sequence** and **speaking** ( eye contact, volume, and pronunciation ),(SL.6.4). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can…**   * determine text **structure** (**chronology**, **comparison cause/effect** and **problem/solution**), (RI.6.5). * analyze how particular **sentences**, **paragraphs**, **chapters** or **sections** fit into the overall **structure** and **development** of ideas(RI.6.5). * determine how an author **introduces** a **claim** or argument in a text(W.6.1-a). * **organize** the **reasons** a claim is relevant (W.6.1.a) * distinguish between among the different types of words relationships (cause/effect, part/whole, item/category) (L.6.5.b). | **I can …**   * recognize how to **access information** from different **media** and **formats**(RI.6.7). * **combine** information taken from **different media** and **formats** in my writing(RI.6.7). * evaluate the **credibility** of **sources** used and the **relevance** of the evidence(W.6.1b). * recognize **words**, **phrases** and **clauses** that show **relationships** among claims (W.6.1.c). * write using **words**, **phrases** and **clauses** to **support** a claim (W.6.1.c). * consult print and digital **reference materials**(L.6.4.c). | **I can**…   * explain how the author **conveys** his or her **point** of **view**(RI.6.6). * determine details in a text where the **author develops** a **point** of **view** (RI.6.6). * establish and maintain a **formal** **style** in my writing (clear reasons and relevant evidence (W.6.1.d). * write a **concluding** **statement** that **follows** the **argument** presented (W.6.1.e). * (L.6.3.b). * clarify the meaning of **unknown** or **multiple** **meaning** words by using context (L.6.4.a) |

* Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives.

**Introduction and Overview Quarter Three:**

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| **Grade 6**: **Quarter Three**  ***Reading Literature*** |
| During the third quarter of sixth grade literature studies, students refine their knowledge and ability to determine figurative and connotative word meaning (RL.6.4) using context, structure (Greek and Latin affixes and roots),(L.6.4.-b) and relationships between particular words (cause/effect, part/whole, item/category),(L.6.5.b). They demonstrate understanding of word meaning in their own written and spoken responses (SL.6.1).  Sixth grade students explore through class discussion and teacher modeling how narrative text is structured (with event sequence) and developed through effective technique (descriptive details), (W.6.3.-a). Narrative studies include comparing written stories to audio, visual or live versions of the same narrative (RL.6.7). They are able to express their own perspective on which version reflects specific attributes most effectively (SL.6.1.d).  As students plan their own narrative writing pieces they are able to integrate word knowledge from text they have read into their own writing, using more sophisticated specific language (W.6.3.d). They use obvious techniques of dialogue, pacing and description in their writing (W.6.3.b). Writing is organized logically with event sequence signaled by transitional words and phrases (W.6.3.c).  Students read a variety of narrative genre in order to explore the differences between how each genre type approaches similar themes or topics (RL.6.9). They recognize characteristics of some of these approaches in their own narrative writing and share with their peers (SL.6.6). As they edit their final narrative writing piece, they provide a conclusion that follows their event sequence (W.6.3.e). Students become more articulate in recognizing words or phrases that are specific to meaning (L.6.5.c).  ***Reading Informational Text***  Sixth grade informational text studies become much more sophisticated as students integrate their knowledge of how authors use sources to investigate research topics in content areas (history, science or social studies). They judge word and phrase effectiveness for claim support (RI.6.4, RH.6.4), and differentiate between facts supported by reason and evidence and opinions which may or may not be persuasions as parts of elements of propaganda (RI.6.8, RH.6.8.8 and RST.6.8.8). Students compare and contrast primary and second sources about a topic, making a decision about a solution to a problem presented in their research (RI.6.9, RH.6-8.9, and RST.6-8.9) (teachers establish criteria for a pre-determined problem analyses).  As students research and write about an informational/explanatory topic, they use multimedia when useful to organize, use strategies to classify, and format their topic. (W.6.2.a – WHST.6-8.2.a). Students gather information from multiple print and digital sources. They assess for credibility (W.6.8 – WHST.6-8.8). They develop their topic with sources supporting facts, definitions and details. They use quotes from various sources (W.6.2.b – WHST – 6-8.2.b). The focus is on instructing students how to judge fact from opinion using strategies of understanding propaganda and persuasion. Students will evaluate claims that are or are not supported by reason and evidence. They complete a research paper/essay using formal style and concluding with a statement about a problem and solution.  Sixth graders continue using prior language and speaking skills. Relationships between particular words (cause/effect, part/whole, item/category) clarify word meaning (L.6.5.b). Students can distinguish between connotations of similar denotations (stingy, scrimping),(L.6.5.c). They use correct spelling (L.6.2.b) on a regular basis and produce sentences that are interesting (L.6.3.a).  When speaking, (or When presenting an oral report) sixth graders demonstrate appropriate eye contact, volume and pronunciation (SL.6.4). Their speeches and discussions include claims and findings supported by evidence, reason and fact (SL.6.3).  ***ELP:*** Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard |

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| **Gr. 6** | **Quarter 3**  Reading Literature | | ***Informational Overview***: Students read grade-level novels, stories, poems and fantasy and listen or view other versions of the same story. They explore word structure and relationships in order to determine word meaning in both versions of the story. They note details about text in order to defend a perspective. Students are able to identify genre characteristics in their own and others’ writing. Narrative writing is modeled for developing an understanding of technique and structure. Students use specific vocabulary to enhance dialogue, pacing and description. They write with clarity toward a task, purpose and audience.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students analyze and evaluate words and phrases looking for figurative and connotative meanings within the context of written, musical, video or audio versions of the same story (**ELP Targets**). They explore narrative techniques and structure in writing as the teacher models with a graphic organizer. There is daily practice using enriched vocabulary in writing. | | | | Students compare and contrast the differences in written text and audio, video or live versions (**ELP Target**-Compare). They choose and defend a perspective, using specific vocabulary. They plan their narrative writing piece with a graphic to outline an event sequence (**ELP Target**-Sequencing) using transitional words. They revise details with precise word meaning. | | [Genre Study Book List Link](http://www.readwritethink.org/files/resources/lesson_images/lesson270/genre_books.pdf) [Genre Characteristics](http://www.readwritethink.org/files/resources/lesson_images/lesson270/genre_sheet.pdf)  Students are able to identify characteristics of specific genres in their own writing. They read and categorize/classify how different genres approach similar topics. (**ELP Target**). Students edit for clarity. They provide a conclusion summarizing different genre approaches with examples from texts. | |
| **Reading Skill:** | | Making Judgments | | **Reading Skill:** | Noting Details | **Reading Skill:** | Categorize and Classify |
| **Reading Strategy:** | | Evaluating | | **Reading Strategy:** | Asking Questions | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Evaluate (after analyzing)  Define | | **E.L.P. Target Function:** | Sequence  Compare and Contrast | **E.L.P. Target Function:** | Compare and Contrast  Generalize |
| E.L.P. Target Forms: | | Evaluate: t*hat, those, each, every*, few, many, some, both – and; not only – but also, degrees of belief/doubt  Define: is, a, are, tells, shows that, describes, explains, has, example of | | E.L.P. Target Forms: | Sequence (event sequence) first, second, next (placement words) after, finally, following, now, soon, in the meantime  Compare and Contrast is like, similar to, different than, same as | E.L.P. Target Forms: | Compare and Contrast: is like, similar to, different than, same as  Generalize (to classify) |
| **I Read** a story and then view or watch **another version** of the same story to **analyze figurative** word **meaning**. | | | | **I Read stories**, **dramas** and **poems** in order to **compare** them **to** an audio, video or live **version** of the same text (emphasize **word**/**phrase meaning**). | | **I Read** to **compare** and **contrast** how different **genres** approach similar themes and topics (such as characterization). | |
| * **RL.6.4-ELP-8** Determine the meaning of words and phrases as they are used in a text, including **figurative** and connotative **meanings**; analyze (evaluate) the impact of a specific word choice on meaning and tone (supports ELP targets). **L.6.4-ELP-8** Determine or **clarify** the **meaning** of … **words** and **phrases** based on Gr, 6 reading …*Select figurative words and phrases from a class read story, drama or poem. Ask: Based on a (musical, video, etc…)* ***version*** *of the same story, what do the words mean? Evaluate word meaning for similarities/differences.* | | | | * **RL.6.7-ELP-1** 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 (supports ELP Target-Compare).*Students note details in differences between a written and audio or other version of the same story. Ask: How does listening to compare to reading the story? Which do you prefer? Why? Write an argument to defend your perspective, noting specific details for support.* | | * **RL.6.9-NO ELP 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. [Multiple Genre Approach](http://www.readwritethink.org/files/resources/lesson_images/lesson305/EJ0922Blending.pdf) * **W.6.9a-ELP-5**  Apply *grade 6 Reading standards* to literature (e.g., “**Compare** and **contrast** texts in different forms or …..(same as **RL.6.9)**.   *Ask: What genre characteristics do you have in your writing? Explain.* | |
| **I Explore** narrative **techniques** and **structure**. I identify **event sequence**. | | | | **I Plan** my narrative writing by establishing an **event sequence** using a graphic organizer. I use **transitional words** to **signal** event **shifts**. | | **I Edit** my **conclusion** to follow my **event** sequence. I make sure my writing is **organized** to **task**, **purpose** and **audience**. | |
| * **W.6.3-ELP-3** Write narratives to develop real or imagined experiences or events using effective **technique**, relevant descriptive details, and well-**structured event sequences**. **W.6.3a-ELP-3** Engage and orient the reader by establishing a context ….introducing ….characters; organize an **event sequence**… * *To prepare students to write their own narratives, model how writers develop and organize narrative event sequence.* | | | | **W.6.3b –ELP-3** Use narrative techniques, (dialogue, pacing, and description) to **develop experiences**, **events**, and/or **characters**.   * + **W.6.3c-ELP-9** Use a variety of **transition words**, **phrases**, and **clauses** to convey sequence and **signal shifts** from one time frame or setting to another (supports ELP target-Sequencing). | | * + **W.6.3e-ELP-3** Provide a **conclusion** that follows from the narrated experiences or **events**. * **W.6.-4-ELP-9** Produce clear and coherent writing in which the development, **organization**, and **style** are appropriate to **task**, **purpose**, and **audience**. | |
| **I Write** a variety of responses to literature. I use knowledge of word **structures** and **relationships** to make my writing more interesting. | | | | **I Revise** my narrative writing to be sure I am using **words** or **phrases** in correct **context** to **describe details** and **events**. | | **I Edit** with **peer** and **adult support**. I have a peer or adult help me decide if my **words** are **specific** to meaning. | |
| * + **L.6.4b-ELP-8** Use common, grade-appropriate **Greek** or **Latin affixes** and **roots** as clues to the **meaning** of a word (e.g., audience, auditory, audible).   + **L.6.5b-ELP-8** Use the **relationship between** particular **words** (e.g., cause/effect, part/whole, item/category) to better understand each of the words. *Encourage the use of grade level and above vocabulary in a variety of literature responses.* | | | | * **L.6.4d-ELP-8** 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).   + **W.6.3d-ELP-3** Use precise words and phrases, relevant descriptive **details**, and sensory language to **convey** experiences and **events**. | | * + **L.6.5c-ELP-8 Distinguish** among the **connotations** (associations) of words with **similar denotations** (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).   + **W.6.5-ELP-7** With some guidance and **support** from **peers** and **adults**, develop and strengthen writing as needed by planning, revising, **edit**ing, rewriting, or trying a new approach | |
| **I Speak** and share questions and answers using **details** (focus on **vocabulary**) about the **topic**. | | | | **I Speak** to discuss my **perspective** on differences between text and audio, visual or live versions of the same story. | | **I Speak** about my writing. I share **characteristics** in my writing to **specific genre**. I am able to **compare** my written genre **to** a **peer’s** writing. | |
| * + **SL.6.1c-ELP-2** Pose and respond to specific questions with elaboration and **detail** by making comments that contribute to the **topic**, text, or issue. | | | | * + **SL.6.1d** **–ELP-2** Review the key ideas expressed and demonstrate understanding of **multiple perspectives** through reflection and paraphrasing. | | * **SL.6.6-ELP-7**  Adapt speech to a variety of contexts and **tasks**, demonstrating command of formal English when indicated or appropriate | |

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| **Gr. 6** | Quarter 3  Reading Informational | | ***Informational Overview:*** During the third quarter of sixth grade students read informational text to plan, revise and edit a research paper or essay. They study how authors present, group and format information, using specific topic vocabulary. Students evaluate the differences between fact and opinion by comparing sources for elements of propaganda and persuasion. They hypothesize about a problem and present a solution in their research. ***W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate .NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| Unit of Study #4 - Informational Text | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students research a science, history or social studies topic evaluating and interpreting words and phrases that are most specific to their topic (**ELP Target**). They make judgments about vocabulary specific to a domain based on text structure (cause/effect, comparison, description). They define word meaning, judging its effectiveness and impact on text. | | | | Students differentiate between propaganda, persuasion and opinion in writing versus facts supported with reasons and evidence. They evaluate fact and opinion in their own topic research (**ELP Target**-Evaluate). They understanding that persuasion is not always supported with fact (**ELP Target**-Persuasions). They plan and revise based on credibility of sources. | | Sixth grade students compare/contrast different authors’ research about a similar topic (**ELP Target** -Compare). In their own research, they hypothesize about a problem and present a solution as part of their concluding statement (**ELP Target**- Hypothesize). | |
| Reading Skill: | | Making Judgments | | **Reading Skill:** | Propaganda | **Reading Skill:** | Problem Solving/Decision Making |
| Reading Strategy: | | Evaluate | | **Reading Strategy:** | Evaluate | **Reading Strategy:** | Questioning |
| E.L.P. Target Function: | | Interpret | | **E.L.P. Target Function:** | Evaluate  Persuasion | **E.L.P. Target Function:** | Compare and Contrast  Hypothesizing and Speculation |
| E.L.P. Target Forms: | | Interpret: because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of  Define: is, a, are, tells, shows that, describes, explains, has, example of | | E.L.P. Target Forms: | Evaluate: *that, those, each, every,*  *few, many, some,* both – and; not only – but also, belief/doubt  Persuasion: obviously, clearly, naturally, of course, so, since, | E.L.P. Target Forms: | Compare and Contrast:is like, similar to, different than, same as  Hypothesizing and Speculation: will and shall, indicating desire or intent: would, auxiliary verbs include modal verbs, which may express possibility: may, might, can |
| **I Read** to **interpret** word **meaning** that is **specific** to a **research topic**.  *Integrate Standard W.6.7 – (Conducting Short Research Projects) throughout Units of Study # 4 – 6.* | | | | **I Read** to **evaluate** what is **propaganda** or **persuasion**. I **distinguish propaganda** from **facts** supported with **reason** and **evidence**. | | **I Read** to **compare** and **contrast** primary and secondary **sources** about a research topic. I hypothesize to determine a **problem** and **provide** a **solution**. | |
| * **RI.6.4-ELP-8** Determine the **meaning** of **words** and **phrases** as they are used in a text, including **figurative**, **connotative**, and **technical** meanings (supports ELP Target – Define). **RH.6-8.4-ELP-8**….including **vocabulary specific** to domains related to **history**/**social studies** and * **RST.6-8.4-ELP-8**…..as they are used in a specific **scientific** or **technical** context (supports ELP Target- Interpret). **L.6.6-ELP-4,5,7** Acquire and use accurately grade-**appropriate** general academic and domain-**specific words** -**phrases**…. | | | | * **RI.6.8-ELP-6** 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. * **RH.6-8.8-ELP-6 Distinguish** among **fact**, **opinion**, and **reasoned judgment** in a text.   **RST.6-8.8-ELP-6**… judgment **based** on **research findings**, and **speculation** in a text (all 6.8 standards support ELP Targets). | | * **RI.6.9-NO ELP 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). * **RH.6-8.9-NO ELP Analyze** the relationship between a **primary** and **secondary source** on the same topic. * **RST.6-8.9-NO ELP Compare** and **contrast** the **information** gained **from experiments**, **simulations**, **video**, or **multimedia sources** with that gained from reading a text on the same topic. | |
| **I Explore** about a **topic** to research. I recognize **how authors** prepare to **research** a history, science or social studies topic. | | | | **I Plan** my research topic by **gathering** relevant **information** from **multiple** print and digital **sources**. I **evaluate** for **propaganda** in my sources (*italicized words are grades 6 – 8th, not specifically 6th*). | | **I Edit** my **source** references (listed correctly). My **style** is **consistently formal**. My **conclusion** follows my information and a **solution** to a **problem**. My **claims** are **supported** with **reason** and **evidence**. | |
| * + **W.6.2a- ELP-3** **WHST.6-8.2a-ELP3 Introduce** a **topic** clearly, **previewing** what is to follow... (**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 when useful to aiding comprehension.   + **W.6.2-ELP-3b** and **WHST.6-8.2b-ELP3**: **Develop** the topic with relevant **facts**, **definitions**, concrete **details**, **quotations**, other information or examples. | | | | * **W.6.8-ELP-5** and **WHST.6-8.8 –ELP-5** Gather **relevant information** from **multiple** print and digital **sources**, *using search terms effectively*; **assess** the **credibility** and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and *following a standard format for citation* and **basic bibliographic information** for sources **(W.6.8-WHST)** with history/science follows **standard format for citation**  **L.6.2b-NO ELP Spell** correctly.**L.6.3a-ELP-10** Vary **sentence patterns** for meaning, reader/listener **interest**, and **style**. | | * + **W.6.2e-ELP-3** Establish and maintain a **formal** **style** (In  **WHST.6-8.2e-ELP-3** and objective tone) **L.6.3.b-ELP-10** Maintain consistency in **style** and tone   + **W.6.2f-ELP-3** Provide a **concluding** statement or section that **follows** from the **information** …(in and **WHST.6-8.2f –ELP-3** conclusions also supports and follows from).. Presenting a **solution** to a **problem**.   + **W.6.9b –ELP-5** and **WHST.6-8.9b-ELP-5**…(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**”). | |
| **I Write** using my **understanding** of **word relationships** and **associations**. | | | | **I Revise** for **transitional language** among ideas using **precise vocabulary**. | | **I Publish** my research on a **minimum** of **three typed pages**. I include **sources** from the internet. | |
| * + **L.6.5b-ELP-8** Use the **relationship between** particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**L.6.5-ELP-8c** Distinguish among the connotations (**associations**) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | | | | **W.6.2c-ELP-9** Use appropriate and varied **transitions** to clarify the relationships among ideas and concepts… in **WHST.6-8.2c-ELP-9** Uses vocab. to clarify the relationships **among claim(s), counterclaims, reasons, and evidence.**   * + **W.6.2d-ELP-3** and **WHST.6-8.2d-ELP-3** Use **precise** language and domain-specific **vocabulary** to inform about or explain the topic. | | * **WHST.6-8.6 –ELP-2** Use technology, including the **Internet**, to produce and publish writing …**W.6.6-ELP-2** … interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a **minimum** of **three pages** in a single sitting. | |
| **I Write** and **Speak** about **claims** about a research **topic** using **reasons** and **evidence** as support and knowing which **claims are not** supported. | | | | **I speak** about | | **I Speak** to **present** my research **findings**, (a problem and solution) with **facts** and **details**. I speak **clearly** and maintain **eye contact**. | |
| * **SL.6.3-ELP-6** Delineate a speaker’s argument and specific **claims**, distinguishing **claims** that **are** supported by **reasons** and **evidence** from **claims** that **are not**. | | | |  | | * **SL.6.4-ELP-3,4,5** Present claims -**findings**, sequencing ideas logically -using pertinent descriptions, **facts**, **details** to accentuate main ideas or themes; use appropriate **eye contact**, adequate volume, and **clear pronunciation.** | |

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| **GR 6** | **Quarter 3** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * **Determine** the **meaning** of how similar **figurative** and **connotative words** are used in **different versions** of a story ( text to audio, text to video, text to live version), (RL.6.4). * **clarify** the meaning of **figurative** or **connotative** words (RL.6.4). * explore and **understand** how authors use **descriptive details** as a **technique** for writing narratives (W.6.3). * explore and **understand** how authors use logical **event sequence** as a narrative writing **technique** (W.6.3). * **organize** a story by **event sequence** (W.6.3.a). * use **Greek** and **Latin roots** and **affixes** to determine word meaning (L.6.4.b). * understand **word relationships** (**cause**/**effect**, **part**/**whole**, **item**/**category**) to determine meaning (L.6.5.b). * **contribute** to class discussions by **asking** and **elaborating** on **details** (SL.6.1.c). | | **I can**   * **compare** and **contrast** reading a **story** to another version of the story (**audio**, **video**, **live**) distinguishing between specific visual and audio effects (RL.6.7). * **note details** about different **versions** of a story and tell why I **prefer** one over another. * **plan** a narrative writing piece by establish an **event sequence** using a graphic organizer (W.6.3.b). * write using **transitional words**, **phrases** and **clauses** to **signal shifts** in events (W.6.3.c). * revise my writing by **verifying word meanings** in context or in a dictionary (L.6.4.d). * use **precise** words and phrases to convey events (W.6.3.d). * use relevant **descriptive details** and **sensory language** in my writing (W.6.3.d). * demonstrate understanding of the different **perspectives** about **preferred versions** of a story by **expressing** and **paraphrasing** my ideas (SL.6.1.d). | **I Can**   * **compare** and **contrast** text of different **genres** (how authors **approach** similar topics), (RL.6.9). * **recognize** how my own narrative writing is like a **specific genre** I’ve studied. * **write** a **conclusion** to my narrative writing piece that follows my **events** in **sequence** (W.6.3.e). * **write** in an **organized** manner (W.6.4). * **write** to a **specific task**, **audience** or **purpose** (W.6.4). * use select and specific **words** in my writing or speech that have **similar** meanings but **slight variances** (stingy, scrimping, economical, unwasteful, thifty),(L.6.5.c). * **write** with guidance and support from peers and adults a **stronger developing** narrative (W.6.5). * adapt a **speech** to a specific **task** using **formal English** (SL.6.6). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * explore how writers use **research** to **support** **claims**(W.6.7). * determine **figurative**, **connotative** and **technical** word and phrase **meaning** in text (RI.6.4). * write and speak using **specific** **domain** **words** about a topic (**history**, **science**, **social studies**) correctly (RH.6-8.5, RST.6-8.4) * **organize** ideas by **definition**, **classification**, **compare**/**contrast** and **cause**/**effect**(W.6.2.a, WHST.6-8.2.a). * use **formatting** to show ideas (**headings**), graphics (**charts**, **tables**), (W.6.2.b, WHST.6-8.2.b). * understand **word** **relationships** (**cause**/**effect**, **part**/**whole**, **item**/**category**) to determine meaning (L.6.5.b). * use **word** **associations** (stingy, scrimping, economical) to make fine **distinctions** in meaning (L.6.5.c). * listen to a speaker and tell which **claims** **are** or **are** **not supported** with **reason** and **evidence** (SL.6.3). | **I can**   * read about **claims** and **arguments** and decide which are **based** on **fact** (reasons and evidence) and which are **influenced** by **opinion**, **propaganda** or **persuasion** (RI.6.8, RH.6-8.8, RST.6-8.8). * **research** about a topic **using** my **knowledge** about **propaganda** and **fact** to determine relevant information (W.6.8, WHST.6-8). * Use **correct spelling** for **domain**-specific **words** about my research topic (L.6.2.b). * use a **variety** of **sentence patterns** that are interesting to my audience (L.6.3.a). * use words to **smooth transitions between ideas** and concepts (W.6.2.c, WHST.6-8.2.c). * use **precise language** about my topic (W.6.2.d, WHST.6-8.2.d). | **I can**   * **compare** and **contrast** how **one author** presents events, experiments, information, etc… **with** that of **another** (RI.6.9, RH.6-9.9, RST.6-8.9). * use several **sources** of information to find a **solution** to a **problem** as part of my research. * **distinguish** between **claims** that **are** or **are not** supported adequately by reasons and evidence (W.6.9.b, WHST.6-8.9). * list my research **sources**. * write in a **formal style** (W.6.2.e, HST.6-8.2.e). * provide a **concluding statement** that follows the information in my research about a **problem** and **solution** (W.6.2.f,WHST.6-8.2.F). * use **technology** to produce and **publish** my research (WHST.6-8.6, W.6.6). |

**Introduction and Overview Quarter four:**

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| **Grade 6*:* Quarter Four**  ***Reading Literature*** |
| During the fourth quarter of sixth grade reading literacy, students describe how plots unfold in a series of episodes and recognize patterns of how plots unfold across genres. Character response or change becomes familiar as part of the plot development (RL.6.3). Students are able to explain how an author develops the point of view (character narrator, speaker), (RL.6.6). Students discuss their reading and are able to delineate when a character’s point of view is based on reason and when it is not (SL.6.3). Students compare and contrast how texts of different forms or genre approach a theme or topic (RL.6.9).    Students relate to a character’s response or change when a plot unfolds in literary text. They develop a claim in support (or not) of how a character responded. Students introduce their argument and organize their reasons and evidence logically (W.6.1.-a). They argue their “point” with reasons and evidence using credible sources (W.6.1.b). They draw evidence from literary texts to support their analysis (W.6.9). Students use words, phrases and clauses (first, next, lastly) to clarify time and sequence of points in text (W.6.1.c). They write an argument piece to present, maintain a formal style (W.6.1.d) and provide a concluding argument statement (W.6.1.e). Students produce and publish a minimum of a three-page argument writing piece (W.6.6). They use formal English when presenting (SL.6.6).  ***Informational Text***  During the fourth quarter of sixth grade informational reading, students analyze key details (examples or anecdotes) of a historic event (RI.6.3). They are able to sequence key steps of the event (RH.6-8.3). Reading historical text, students determine the author’s point of view (how he/she approaches the event),(RI.6.6) and identify aspects of the text (avoidance of particular topics, loaded language, inclusion or deletion of facts), that help pinpoint the author’s point of view (or purpose),(RH.6-8.6). Students compare and contrast two ~~one~~ authors’ presentations of the same historical event. (RI.6.9). They determine if a primary or secondary source is a more reliable depiction of an event and explain why (RH.6-8.9).  Students write about a historic event. They introduce their topic (event) and organize ideas (W.5.2.a-WHST.6-8.2.a). Strategies such as definition, classification, comparison/contrast and cause/effect are used to organize ideas. Students are able to use headings, charts or tables and multimedia in their writing as needed (W.5.2.a-WHST.6-8.2.a). The topic is developed with facts, definitions, concrete details, and quotations. (W.6.2.b, WHST.6-8.2b). Appropriate transitions create cohesion between ideas (W.6.2.c, WHST.6-8.2.c) as well as precise language (domain-specific to the topic), (W.6.2.d, WHST.6-8.2.d). Students revise and edit to establish a formal style and objective tone (W.6.2.e, WHST.6-8.2.e). Varied sentence patterns add reader/listener interest (L.6.3.a). Writing is clear and coherent to the task and audience (W.6.4, WHST.6-8.4). Students provide a concluding section citing details from primary and secondary sources (W.6.2.f, WHST.6-8.2.f).  ***ELP***: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard |

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| **Gr. 6** | **Quarter 4**  Reading Literature | | ***Informational Overview:*** Students read literary texts in various forms or genre. They are able to compare and contrast how plots unfold in a series of episodes in one genre as well as across different genre. They recognize different approaches authors use in similar themes and topics across genre. Students explain how an author develops the point of view throughout a text. They are able to support a claim and develop an argument with reasons and evidence.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - Literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students describe how a plot unfolds and how characters respond or change as the plot moves toward resolution. They discuss a character’s “claim” in a story (argument based on point of view). They argue for or against the “claim” with reasons and evidence, supporting a conclusion (**ELP Target**). | | | | Students are aware of how authors develop character points of view. They plan to write an argument piece to support (or not) of a character’s point of view or “claim” (supporting a specific conclusion) with reasons and evidence (**ELP Target**). Students revise spelling errors. | | Students read texts in different forms or genres to compare and contrast approaches to a topic or theme (**ELP Target**). They edit their argument/opinion writing piece with a summary conclusion supporting their claim. Students publish and present their written piece using formal English. | |
| Reading Skill: | | Predicting Outcomes | | Reading Skill: | Fact/Opinion | Reading Skill: | Compare and contrast |
| Reading Strategy: | | Predict/Infer | | Reading Strategy: | Evaluating | Reading Strategy: | Monitor/Clarify |
| E.L.P. Target Function: | | Literary Analysis  Conclusions | | E.L.P. Target Function: | Conclusions | E.L.P. Target Function: | Compare and Contrast |
| E.L.P. Target Forms: | | Literary Analysis  subjects, verbs, adjective or object, compound sentences (before, and, after) complex sentences (descriptive and specific literary language)  Conclusion  comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also) | | E.L.P. Target Forms: | Conclusion  comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also) | E.L.P. Target Forms: | Compare and Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_ |
| **I Read** and knowhow an author approaches **plot** **unfolding** and **character** **response** in **different** **genre** and in a series of episodes. | | | | **I Read** to explain the **effectiveness** of telling a story from a **character’s** **point** of **view**. | | **I Read** texts in **different** forms or **genres**. I **compare** and **contrast** **approaches** to **themes** and **topics**. | |
| * **RL.6.3-ELP-1** 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. * *Pre-Select stories or drama of different genre (myths, legends, tall tales, etc…). Ask: “How does the plot unfold in each episode, each genre? Do you agree with \_\_\_\_’s actions?” Graph examples. Emphasize how characters respond or change as the plot moves along.* | | | | * **RL.6.6-NO ELP** Explain how an **author** **develops** the **point** of **view** of the narrator or speaker in a text.   *Ask: “What is the most likely reason why the author decided to tell the story from \_\_\_\_‘s point of view? Is it effective? Why or why not? Is \_\_\_’s point of view based on fact?” Use examples from the story in your explanation*. | | * **RL.6.9-NO ELP** **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** (supports ELP Target).   *Ask: “How are \_\_\_\_\_\_ (text title) and \_\_\_\_\_\_\_ (text title) alike and different in their approach to the theme of \_\_\_? Which text is more effective in relaying this theme? Why?” Use examples from both texts to support your answer. (Texts should be two texts from different genres or forms—a story and a poem; historical novel and fantasy story.)* | |
| **I Explore** how to **support** a **claim** with **reasons** and **evidence**. | | | | **I Plan** to **support** (or not) a **claim** (argument) of a **character’s** **response**. I use **credible** **sources** to support my claim. | | **I Edit** my opinion/**argument** writing piece with a **concluding** statement **summarizing** my **argument**. | |
| * **W.6.1-ELP-4** Write arguments to **support** **claims** with clear **reasons** and relevant **evidence**. **W.6.1a-ELP-4** Introduce claim(s) and organize the reasons and evidence clearly.   *Discuss a character’s point of view. Ask: “What reasons or evidence did the character have to support a point of view (claim)?” Graphically organize reasons and evidence from the text. Students reach a conclusion (supports ELP Target).* | | | | * + **W.6.1b-ELP-6** Support **claim(s)** with clear reasons and relevant evidence, using **credible** **sources** and demonstrating an understanding of the topic or text.   + **W.6.1c-ELP-9** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons (*first, next, lastly, etc...).*   + **W.6.9-ELP-5** Draw **evidence** from literary or informational texts to **support** analysis, reflection, and research | | * + **W.6.1d-ELP-4** Establish and maintain a **formal** **style**.   **W.6.1e-ELP-4** Provide a **concluding** **statement** or section that follows from the **argument** presented. | |
| **I Write** clarifying **figures** of **speech** and **new** **words** **specific** to “character dialects and language.” | | | | **I Revise** my opinion/argument writing piece. I use **correct** **spelling**. I demonstrate **command** of **standard** **English** **conventions**. | | **I Edit**, **produce** and **publish** my **argument** writing piece. I use **keyboarding** to produce a typed **three**-**page** document. | |
| * + **L.6.5.a-ELP-8** Interpret **figures** of **speech** (e.g., personification) in context.   + **L.6.4.d-ELP-8** 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). | | | | **L.6.2.b-NO ELP** **Spell** **correctly**.  **L.6.2-NO ELP** Demonstrate **command** of the **conventions** of **standard** **English** capitalization, punctuation, and spelling when writing. | | * + **W.6.6-ELP-2** Use technology, including the Internet, to **produce** and **publish** writing as well as to interact and collaborate with others; demonstrate sufficient command of **keyboarding** skills to **type** a minimum of **three** **pages** in a single sitting | |
| **I Speak** about **claims** that **are** and **are** **not** **supported** with **reasons**/**evidence**. | | | | **I Speak** to share **key** **ideas** and **gain** **insight** into my writing from others. | | **I Speak** to share my finished writing. I use **formal** **English**. | |
| * **SL.6.3-ELP-10** Delineate a speaker’s argument and specific **claims**, distinguishing claims that **are** supported by **reasons** and **evidence** from claims that **are** **not**. | | | | * **SL.6.1.d –ELP-10** Review the **key** **ideas** expressed and demonstrate understanding of **multiple** **perspectives** through reflection and paraphrasing. | | * **SL.6.6-ELP-4,5,7** Adapt speech to a variety of contexts and tasks, demonstrating command of **formal** **English** when indicated or appropriate. | |

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| **Gr. 6** | **Quarter 4**  Reading Informational | | ***Informational Overview:*** Students readmemoirs and biographies about individuals’ experiences during a historic event. They prepare to write by exploring the organization and formatting of informational texts. Students identify points of view, how they are conveyed in a text and determine authors’ points of view based on text aspects. They analyze and site primary and secondary sources in their informational writing, generalizing about which is most reliable.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students read memoirs and biographies about a person connected to a historical event. They explore text organization and formatting in different informational texts to prepare to write. Students make conclusions about how an event affected the individual (**ELP Target**). | | | | Students continue reading memoirs and biographies that emphasize a historical event. Students determine an author’s point of view and identify aspects of a text that reveal a point of view (**ELP Targets**). They plan to write by organizing facts, details and examples from various sources. They revise their writing for consistency, tone and sentence variations. | | Students read memoirs and biographies about an individual’s experience during a historic event. They compare author variations and explain the relationships between primary and secondary sources (**ELP Targets**). Students edit their informational writing with a concluding statement citing details from a primary and secondary source. | |
| **Reading Skill:** | | Sequencing | | **Reading Skill:** | Author’s Purpose | **Reading Skill:** | Generalizations |
| **Reading Strategy:** | | Predict/Infer | | **Reading Strategy:** | Questioning | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Conclusions | | **E.L.P. Target Function:** | Support Opinions  Interpret | **E.L.P. Target Function:** | Compare and Contrast  Explain |
| E.L.P. Target Forms: | | Conclusion  comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also) | | E.L.P. Target Forms: | Support Opinions l  like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should  Interpret  because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of | E.L.P. Target Forms: | Compare and Contrast  \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same  Explain  appears to, suggests, means that, explained as (verb tenses) are/are not |
| **I Read** about **memoirs** and **biographies** written about the **same** **person** connected to a **historical** **event**. | | | | **I Read** **memoirs** and **biographies** about the **same** **person**. I determine the **author’s** **point** of **view**. | | **I Read memoirs** and **biographies** about the same **person** I compare **primary** and **secondary** **sources**. | |
| * **RI.6.3-ELP-1** **Analyze** in detail how a **key** individual, **event**, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **RH.6-8.3-ELP-1 Identify** key **steps** (sequence) in a text’s description of a **process** related to **history**…   *Ask: “How does the author help the reader understand the role \_\_\_ played in \_\_\_\_ in the United States? (e.g., family members who’ve immigrated – how did it affect them?), (supports ELP Target).* | | | | * **RI.6.6 –NO ELP** Determine an **author’s** **point** of **view** or purpose in a text and explain how it is conveyed in the text (supports ELP Targets) * **RH.6-8.6-NO ELP** Identify **aspects** of a text that **reveal** an **author’s** **point** of **view** or purpose (e.g., loaded language, inclusion or avoidance of particular facts)   *Ask: “What is the author’s purpose in this text? How do you know? Is he/she successful in achieving it? Why or why not?”* | | * **RI.6.9-NO ELP** **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**), (supports ELP Target compare and contrast). * **RH.6-8.9-NO ELP Analyze** the relationship between a **primary** and **secondary source** on the same topic (supports ELP Target explain).   *Ask: Which depiction of events do you think is more reliable, the one in \_\_\_\_\_\_ (a memoir) or \_\_\_\_ (a biography about the same person)? A primary or a secondary source? Why*? | |
| **I Explore** how different **historical** **events** are **organized** and **formatted** in informative texts. | | | | **I Plan** to write an **informative** **piece** about an **individual** **connected** to a **historic** **event**. I **gather** relevant **facts** **details** and **examples**. | | **I Edit** my **informational** **writing** with a **concluding** statement or section. I write with a **formal** **style** for presentation. | |
| **W.6.2-ELP-3** and **WHST.6-8.2-ELP-3** (**historical** **events**) Write **informative**/explanatory texts to examine a **topic** and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **W.6.2a-ELP-3** and **WHST.6-8.2a –ELP-3** 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 when useful to aiding comprehension**.** | | | | **W.6.2b-ELP-3** and **WHST.6-8.2b-ELP-3** Develop the topic with relevant **facts**, definitions, concrete **details**, quotations, or other information and **examples**.  **I Revise** my writing using **transitional** **words** and **phrase**.  **W.6.2c-ELP-9** and **WHST.6-8.2c-ELP-9** Use appropriate **transitions** (and create cohesion) to clarify the relationships among ideas and concepts  **W.6.2d-ELP-3** and **WHST.6-8.2d-ELP-3** Use **precise** **language** and domain-specific vocabulary to inform about or explain the topic. | | **W.6.2f-ELP-3** and **WHST.6-8.2f-ELP-3** Provide a **concluding** **statement** or **section** that **follows** from the information or explanation presented.  *The concluding statement cites specific details from two sources (primary and secondary).*  **W.6.2e-ELP-3** Establish and maintain a **formal** **style** **WHST.6-8.2e-ELP-3** and **objective** **tone**.  **WHST.6-8.4-ELP-9**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | |
| **I Speak** in class discussions. I recognize **conventional** **language**. | | | | **I Revise** my writing for **consistency**. My **sentences** are varied. | | **I Share** my **writing**. My **presentation** skills are appropriate. | |
| **L.6.1.e-ELP-10** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in **conventional** **language**. | | | | **L.6.3.b-ELP-10** Maintain consistency in **style** and **tone**.  **L.6.3.a-ELP-10** **Vary** **sentence** **patterns** for meaning, reader/listener interest, and style. | | **SL.6.4-ELP-8** Present claims and findings, **sequencing** ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate **eye** **contact**, adequate **volume**, and clear **pronunciation**. | |

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| **GR 6** | **Quarter 4** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * **describe** how a **plot** **unfolds** in a **series** of episodes (RL.6.3). * **describe** how **plots** **unfold** differently according to **specific** **genre**(RL.6.3). * tell **how** and **why** a **character** **responds** or **changes** as the plot unfolds and nears resolution (RL.6.3). * determine a **character’s** **point** of **view** or “**claim**.” * **support** (or **not**) a **character’s** **point** of **view** or **response** action with **reasons** and **evidence** (W.6.2-a). * listen to a speaker and explain which **claims** **are** **supported** or **are** **not** **supported** by reason and evidence (SL.6.3). * **interpret** **figurative** language or determine **meaning** of **words** character’s use (L.6.5.a, L.6.4.d). | | **I can**   * determine the **author’s** **point** of **view** (RL.6.6). * explain how the **author** **develops** a **point** of **view** and why it is/not effective (RL.6.6). * **plan** writing an **argument** **piece** explaining why I **agree** or **not** with a character’s **point** of **view** (W.6.2.-a). * organize my writing with **reasons** and **evidence** supporting my argument (W.6.2.b). * use **words**, **phrases** and **clauses** to clarify relationships in my writing (first, next, lastly),(W.6.2.c). * draw evidence from **other** **literary** **sources** if needed (W.6.9). * demonstrate **accurate** **spelling** and a general **command** of the **English** **language** in my writing (L.6.2-b). * review and **discuss** **with** **peers** about my writing and gain ideas from **multiple** **perspectives** (SL.6.1.d). | **I Can**   * **compare** and **contrast** how **different** **genre** **approach** the same theme or **topic** (RL.6.9). * describe **similarities** and **differences** in **genre** **approaches** to similar topics with specific **details** and **examples** (RL.6.9). * write a **concluding** **statement** or **section** to my argument writing piece **summarizing** my **support** (or **not**) of a c**haracter’s** **point** of **view** or action (W.6.2.e). * **publish** my final writing piece using my **keyboarding** skills and produce a **three** **page** document in one sitting (W.6.6). * present my writing piece demonstrating a **command** of f**ormal** **English** (SL.6.6). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * describe **specific** **details** in **sequence** about a **historic** **event** (RI.6.3, RH.6-8.3). * **organize** ideas and **information** about an individual during a historic event using **definitions**, **classification**, **compare** and **contrast** or **cause** and **effect** language (W.6.2.a-WH.6-8.2.a). * **recognize** the **formatting** of informational writing (headings, charts, tables and multimedia components),(W.6.2a-WHST.6-8.2.a). * share and discuss about what I’ve read to **improve** my **conventional** **language** (L.6.1.e). | **I can**   * **determine** an **author’s** **point** of **view** or purpose in a text (RI.6.6,RH.6-8.6). * i**dentify** **aspects** of the text that **reveal** the author’s **point** of **view** (RI.6.6,RH.6-8.6). * plan writing an informational piece about an individual’s experience during a historic event by **organizing** **facts**, **details**, **quotations** and **examples** (W.6.2.b- WHST.6-8.2.b). * use t**ransitional** **words** and **phrases** that help **clarify** **relationship**s between ideas and **create** **cohesion** (W.5.2,c-WHST.6-8.2.c). * use precise **domain**-**specific** **language** in my writing (W.5.2,d-WHST.6-8.2.d). * revise my writing to be sure my **style** and **tone** are **consistent** (L.6.3.b). * revise my writing to include **varied** **sentence** **patterns** (L.6.3.a). | **I can**   * **compare** a **memoir** and a **biography** written about the same person’s experiences during a historical event (RI.6.9 – RH.6-8.9). * **analyze** the **relationship** of **primary** and **secondary** sources (RI.6.9 – RH.6-8.9). * edit my writing with a **concluding** statement or section citing specific details from **primary** and **secondary** **sources** (W.5.2,f-WHST.6-8.2.f). * write in a **formal** **style** with an **objective** **tone** (W.5.2,e-WHST.6-8.2.e). * produce **coherent** and **clear** **writing** appropriate to my **audience** (WHST.6-8.4). * share my writing **sequencing** **ideas** **logically** with descriptions, facts and details (SL.6.4). * use **eye** **contact**, adequate **volume** and **speak** **clearly** when presenting my writing (SL.6.4). |

**CCSS English Language Arts Check List**

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| **Gr. 6** | |  |  | | | | | | | **Check List Instructions:** “Focus” standards are indicted by check [] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.  Supporting standards you add can be checked off in provided boxes. [] | |
| **District Focus Standards By Quarter** | | | | |  | | | | |
| Qtr | Qtr | Qtr | | Qtr |  |  |  |  | **Reading Literature** | | |
| 1 | 2 | 3 | | 4 |  |  |  |  |  | Key Ideas and Details | |
| **✓** |  |  | |  |  |  |  |  | RL.6.1 |  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **✓** |  |  | |  |  |  |  |  | RL.6.2 |  | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| **✓** |  |  | | **✓** |  |  |  |  | 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. |
|  |  |  | |  |  |  |  |  |  | Craft and Structure | |
| X | X | **✓** | | X |  |  |  |  | RL.6.4 |  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
|  | **✓** |  | |  |  |  |  |  | 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. |
|  | **✓** |  | | **✓** |  |  |  |  | RL.6.6 |  | Explain how an author develops the point of view of the narrator or speaker in a text. |
|  | **✓** |  | |  |  |  |  |  |  | Integration of Knowledge and Ideas | |
|  |  | **✓** | |  |  |  |  |  | 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. |
|  |  |  | |  |  |  |  |  | RL.6.8 |  | (Not applicable to literature) |
|  |  | **✓** | | **✓** |  |  |  |  | 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. |
|  |  |  | |  |  |  |  |  |  | Range of Reading and Level of Text Complexity | |
| X | X | X | | X |  |  |  |  | RL.6.10 |  | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|  |  |  | |  |  |  |  |  | **Reading Informational** | | |
|  |  |  | |  |  |  |  |  |  | Key Ideas and Details | |
| **✓** |  |  | |  |  |  |  |  | RI.6.1 |  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **✓** |  |  | |  |  |  |  |  | RI.6.2 |  | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| **✓** |  |  | | **✓** |  |  |  |  | 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). |
|  |  |  | |  |  |  |  |  |  | Craft and Structure | |
| X | X | **✓** | | X |  |  |  |  | RI.6.4 |  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
|  | **✓** |  | |  |  |  |  |  | RI.6.5 |  | 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. |
|  | **✓** |  | | **✓** |  |  |  |  | RI.6.6 |  | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |
|  |  |  | |  |  |  |  |  |  | Integration of Knowledge and Ideas | |
|  | **✓** |  | |  |  |  |  |  | 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. |
|  |  | **✓** | |  |  |  |  |  | RI.6.8 |  | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
|  |  | **✓** | | **✓** |  |  |  |  | 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). |

**CCSS English Language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 6** | |  | | | | | **Check List Instructions:** “Focus” standards are indicted by check [] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.  Supporting standards you add can be checked off in provided boxes. [] | | | | |
| **District Focus Standards By Quarter** | | | | |  |  | |  | **Reading Informational***[cont.]* | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  | |  |  | Range of Reading and Level of Text Complexity | |
| X | X | X | X |  |  |  | |  | RI.6.10 |  | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|  |  |  |  |  |  |  | |  | **Reading History/Social Studies** | | |
|  |  |  |  |  |  |  | |  |  | Key Ideas and Details | |
| **✓** |  |  |  |  |  |  | |  | RH.6-8.1 |  | Cite specific textual evidence to support analysis of primary and secondary sources. |
| **✓** |  |  |  |  |  |  | |  | RH.6-8.2 |  | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |
| **✓** |  |  | **✓** |  |  |  | |  | RH.6-8.3 |  | Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
|  |  |  |  |  |  |  | |  |  | Craft and Structure | |
| X | X | **✓** | X |  |  |  | |  | RH.6-8.4 |  | Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
|  | **✓** |  |  |  |  |  | |  | RH.6-8.5 |  | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
|  | **✓** |  | **✓** |  |  |  | |  | RH.6-8.6 |  | Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
|  |  |  |  |  |  |  | |  |  | Integration of Knowledge and Ideas | |
|  | **✓** |  |  |  |  |  | |  | RH.6-8.7 |  | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
|  |  | **✓** |  |  |  |  | |  | RH.6-8.8 |  | Distinguish among fact, opinion, and reasoned judgment in a text. |
|  |  | **✓** | **✓** |  |  |  | |  | RH.6-8.9 |  | Analyze the relationship between a primary and secondary source on the same topic. |
|  |  |  |  |  |  |  | |  |  | Range of Reading and Level of Text Complexity | |
| X | X | X | X |  |  |  | |  | RH.10 |  | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. |
|  |  |  |  |  |  |  | |  | **Reading Science/Technical***[cont.]* | | |
|  |  |  |  |  |  |  | |  |  | Key Ideas and Details | |
|  |  |  |  |  |  |  | |  | RST.6-8.1 |  | Cite specific textual evidence to support analysis of science and technical texts. |
| **✓** |  |  |  |  |  |  | |  | RST.6-8.2 |  | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
|  |  |  |  |  |  |  | |  | RST.6-8.3 |  | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
|  |  |  |  |  |  |  | |  |  | Craft and Structure | |
| X | X | **✓** | X |  |  |  | |  | RST.6-8.4 |  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
|  | **✓** |  |  |  |  |  | |  | RST.6-8.5 |  | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. |
|  | **✓** |  |  |  |  |  | |  | RST.6-8.6 |  | Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. |
|  | **✓** |  |  |  |  |  | |  |  | Integration of Knowledge and Ideas | |
|  |  |  |  |  |  |  | |  | RST.6-8.7 |  | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
|  |  | **✓** |  |  |  |  | |  | RST.6-8.8 |  | Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. |
|  |  | **✓** |  |  |  |  | |  | RST.6-8.9 |  | Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. |

**CCSS English Language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr6** | | |  | | |  | |  |  |  |  | **Check List Instructions:** “Focus” standards are indicted by check [] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  | |  | | | | | | |
| **District Focus Standards By Quarter** | | | | | | | | |  |  |  | **Reading Science/Technical***[cont.]* | | |
| Qtr 1 | Qtr 2 | Qtr 3 | | Qtr 4 | | |  | |  |  |  |  | *Range of Reading and Level of Text Complexity* | |
| X | X | X | | X | | |  | |  |  |  | RST.6-8.10 |  | By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. |
|  |  |  | |  | | |  | |  |  |  | **Writing** | | |
|  |  |  | |  | | |  | |  |  |  |  | *Text Types and Purposes* | |
|  | **✓** |  | | **✓** | | |  | |  |  |  | W.6.1 |  | Write arguments to support claims with clear reasons and relevant evidence. |
|  | **✓** |  | | **✓** | | |  | |  |  |  | W.6.1.a |  | Introduce claim(s) and organize the reasons and evidence clearly. |
|  | **✓** |  | | **✓** | | |  | |  |  |  | W.6.1.b |  | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
|  | **✓** |  | | **✓** | | |  | |  |  |  | W.6.1.c |  | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
|  | **✓** |  | | **✓** | | |  | |  |  |  | W.6.1.d |  | Establish and maintain a formal style. |
|  | **✓** |  | | **✓** | | |  | |  |  |  | W.6.1.e |  | Provide a concluding statement or section that follows from the argument presented. |
| **✓** |  |  | | **✓** | | |  | |  |  |  | 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. |
| **✓** |  | **✓** | | **✓** | | |  | |  |  |  | W.6.2.a |  | 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 when useful to aiding comprehension. |
| **✓** |  | **✓** | | **✓** | | |  | |  |  |  | W.6.2.b |  | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| **✓** |  | **✓** | | **✓** | | |  | |  |  |  | W.6.2.c |  | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| **✓** |  | **✓** | | **✓** | | |  | |  |  |  | W.6.2.d |  | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| **✓** |  | **✓** | | **✓** | | |  | |  |  |  | W.6.2.e |  | Establish and maintain a formal style. |
| **✓** |  | **✓** | | **✓** | | |  | |  |  |  | W.6.2.f |  | Provide a concluding statement or section that follows from the information or explanation presented. |
| **✓** | **✓** | **✓** | |  | | |  | |  |  |  | W.6.3 |  | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| **✓** | **✓** | **✓** | |  | | |  | |  |  |  | W.6.3.a |  | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| **✓** | **✓** | **✓** | |  | | |  | |  |  |  | W.6.3.b |  | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| **✓** | **✓** | **✓** | |  | | |  | |  |  |  | W.6.3.c |  | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. |
| **✓** | **✓** | **✓** | |  | | |  | |  |  |  | W.6.3.d |  | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **✓** | **✓** | **✓** | |  | | |  | |  |  |  | W.6.3.e |  | Provide a conclusion that follows from the narrated experiences or events. |
|  |  |  | |  | | |  | |  |  |  |  | *Production and Distribution of Writing* | |
|  |  | **✓** | |  | | |  | |  |  |  | W.6.4 |  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|  | **✓** | **✓** | |  | | |  | |  |  |  | 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.6.6 |  | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
|  |  |  | |  | | |  | |  |  |  |  | *Research to Build and Present Knowledge* | |
|  | **✓** |  | |  | | |  | |  |  |  | W.6.7 |  | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

**CCSS English Language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr6** | |  |  | | | | | **Check List Instructions:** “Focus” standards are indicted by check [] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |
| **District Focus Standards By Quarter** | | | | |  |  | | **Writing***[cont.]* | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  | *Research to Build and Present Knowledge [cont.]* | |
|  |  | **✓** |  |  |  |  |  | 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. |
|  |  | **✓** | **✓** |  |  |  |  | W.6.9 |  | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|  |  | **✓** |  |  |  |  |  | W.9.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”). |
|  |  | **✓** |  |  |  |  |  | W.6.9.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”). |
|  |  |  |  |  |  |  |  |  | Range of Writing | |
| X | X | X | X |  |  |  |  | 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 |
|  |  |  |  |  |  |  |  | **Writing HS/S/T** | | |
|  |  |  |  |  |  |  |  |  | *Text Types and Purposes* | |
|  | **✓** |  |  |  |  |  |  | WHST. 6-8.1 | | Write arguments focused on discipline-specific content. |
|  | **✓** |  |  |  |  |  |  | WHST. 6-8.1.a | | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
|  | **✓** |  |  |  |  |  |  | WHST. 6-8.1.b | | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
|  | **✓** |  |  |  |  |  |  | WHST. 6-8.1.c | | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. |
|  | **✓** |  |  |  |  |  |  | WHST. 6-8.1.d | | Establish and maintain a formal style. |
|  | **✓** |  |  |  |  |  |  | WHST. 6-8.1.e | | Provide a concluding statement or section that follows from and supports the argument presented. |
|  |  | **✓** | **✓** |  |  |  |  | WHST. 6-8.2 | | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
|  |  | **✓** | **✓** |  |  |  |  | WHST. 6-8.2.a | | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
|  |  | **✓** | **✓** |  |  |  |  | WHST. 6-8.2.b | | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
|  |  | **✓** | **✓** |  |  |  |  | WHST. 6-8.2.c | | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. |
|  |  | **✓** | **✓** |  |  |  |  | WHST. 6-8.2.d | | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|  |  | **✓** | **✓** |  |  |  |  | WHST. 6-8.2.e | | Establish and maintain a formal style and objective tone. |
|  |  | **✓** | **✓** |  |  |  |  | WHST. 6-8.2.f | | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
|  |  |  |  |  |  |  |  | WHST. 6-8.3 | | (See note; not applicable as a separate requirement) |
|  |  |  |  |  |  |  |  |  | *Production and Distribution of Writing* | |
|  |  |  | **✓** |  |  |  |  | WHST. 6-8.4 | | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|  | **✓** | **✓** |  |  |  |  |  | WHST. 6-8.5 | | 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, focusing on how well purpose and audience have been addressed. |
|  |  | **✓** |  |  |  |  |  | WHST. 6-8.6 | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. |

**CCSS English Language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 6** | |  |  |  |  |  |  | **Check List Instructions:** “Focus” standards are indicted by check [] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | | |  |  |  | **Writing HS/S/T***[cont.]* | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  |  | *Research to Build and Present Knowledge* | |
|  |  | **✓** |  |  |  |  |  | WHST. 6-8.7 | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
|  |  | **✓** |  |  |  |  |  | WHST. 6-8.8 | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
|  |  | **✓** |  |  |  |  |  | WHST. 6-8.9 | | Draw evidence from informational texts to support analysis reflection, and research. |
|  |  |  |  |  |  |  |  |  | *Range of Writing* | |
| X | X | X | X |  |  |  |  | WHST. 6-8.10 | | Write routinely over extended time frames (time for 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. |
|  |  |  |  |  |  |  |  | **Language** | |  |
|  |  |  |  |  |  |  |  | *Conventions of Standard English* | | |
| X | X | X | X |  |  |  |  | L. 6.1 | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
|  | **✓** |  |  |  |  |  |  | L. 6.1.a | | Ensure that pronouns are in the proper case (subjective, objective, possessive). |
|  | **✓** |  |  |  |  |  |  | L. 6.1.b | | Use intensive pronouns (e.g., myself, ourselves). |
|  | **✓** |  |  |  |  |  |  | L. 6.1.c | | Recognize and correct inappropriate shifts in pronoun number and person. |
|  | **✓** |  |  |  |  |  |  | L. 6.1.d | | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| **✓** |  |  | **✓** |  |  |  |  | L. 6.1.e | | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| X | **✓** | X | **✓** |  |  |  |  | L. 6.2 | | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **✓** | **✓** |  |  |  |  |  |  | L. 6.2.a | | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
|  |  | **✓** | **✓** |  |  |  |  | L. 6.2b | | Spell correctly. |
|  |  |  |  |  |  |  |  | *Knowledge of Language* | | |
| X | X | X | X |  |  |  |  | L. 6.3 | | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **✓** |  | **✓** | **✓** |  |  |  |  | L. 6.3.a | | Vary sentence patterns for meaning, reader/listener interest, and style. |
|  | **✓** | **✓** | **✓** |  |  |  |  | L. 6.3.b | | Maintain consistency in style and tone. |
|  |  |  |  |  |  |  |  | *Vocabulary Acquisition and Use* | | |
| X | X | X | X |  |  |  |  | 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. |
|  | **✓** |  |  |  |  |  |  | L. 6.4.a | | Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
|  |  | **✓** | **✓** |  |  |  |  | L. 6.4.b | | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| **✓** | **✓** |  |  |  |  |  |  | L. 6.4.c | | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
|  |  | **✓** | **✓** |  |  |  |  | L. 6.4.d | | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

**CCSS English Language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 6** | |  | |  |  |  | **Check List Instructions:** “Focus” standards are indicted by check [] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an X.  Supporting standards you add can be checked off in provided boxes. [] | | | | |
| **District Focus Standards By Quarter** | | | | |  |  | | | | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Language***[cont.]* | | | |
|  |  |  |  |  |  |  |  |  | *Vocabulary Acquisition and Use [cont.]* | | |
| X | X | X | X |  |  |  |  | L. 6.5 |  | | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
|  |  |  | **✓** |  |  |  |  | L. 6.5.a |  | | Interpret figures of speech (e.g., personification) in context. |
|  | **✓** | **✓** |  |  |  |  |  | L. 6.5.b |  | | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
|  |  | **✓** |  |  |  |  |  | L. 6.5.c |  | | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| X | X | X | X |  |  |  |  | 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. |
|  |  |  |  |  |  |  |  | **Speaking & Listening** | | | |
|  |  |  |  |  |  |  |  |  | *Comprehension and Collaboration* | | |
| **✓** | X | **✓** | X |  |  |  |  | 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. |
|  | **✓** |  |  |  |  |  |  | SL. 6.1.a |  | | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
|  | **✓** |  |  |  |  |  |  | SL.1.b |  | | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| **✓** |  |  |  |  |  |  |  | SL. 6.1.c |  | | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
|  |  | **✓** | **✓** |  |  |  |  | SL. 6.1.d |  | | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| **✓** |  |  |  |  |  |  |  | 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. |
|  |  |  | **✓** |  |  |  |  | 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. |
|  | **✓** |  |  |  |  |  |  |  | *Presentation of Knowledge and Ideas* | | |
|  |  |  | **✓** |  |  |  |  | SL.6.4 |  | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | |
| **✓** |  |  |  |  |  |  |  | SL. 6.5 |  | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | |
|  |  | **✓** | **✓** |  |  |  |  | SL. 6.6 |  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |

**Resources**

|  |  |
| --- | --- |
| ***The Five Dimensions of Teaching & Learning*** from Stephen Fink's &Anneke Markholt's Leading for Instructional Improvement.  https://iframework.hsd.k12.or.us/InstructionalFramework_ver3.png | |
|  | **3. Curriculum & Pedagogy**   * **Curriculum**   Connecting to Previous Lessons and Larger Studies or Units   * **Teaching Approaches and Strategies**   Connecting Strategies to Learning, Graphing Connections to Other Disciplines, Scaffolding Language, Habit of Thinking Language Posted   * **Scaffolds for Learning**   Co-Constructed Charts, Guided Instruction,  To-With-By, I Do – We Do – You Do, Tiered  Assignments |
| **1. Purpose**   * **Standards**   Possible Strategies:  KWL Chart, I Can Statements,  Sentence Frames   * **Teaching Points**   Possible Strategies:  Targeted Question, KWL, Rubric, Performance Task, Kid Language | 1. **Assessment for Student Learning**  * **Assessment**   Anecdotal Notes, Conferencing, Conferring,  Portfolios, Student Created Goals, Learning Journals, concept Maps, Concept Assessments, Orla Presentations, Prediction, Open-Ended Questions, Student Work Samples, Charts, Record, Rubrics, Contracts, Knowledge Surveys, Peer Review, Written Reports, Multiple Choice, Class Assessments   * **Adjustment**   Pre-Planned Leveled Questions, Alternative Questions, Teacher Adjustments Lis**t** |
| **2. Engagement**   * **Intellectual Work**   DOK, Debate, Similarities/Differences, Analogies, Frame a Question, Open-Ended, Patterns –Connections, Gates Dimensions   * **Engagement Strategies**   Prior Knowledge, Collaboration, Cooperative Learning, Discourse Activities, Class Effort Rubric, Discussion Rules, Heterogeneous Grouping   * **Talking Points**   Role Play, Reciprocal Learning, Question Prompts, Think Alouds, Anchor Chart of Words to Speak, Discourse Activities | 1. **Classroom Environment and Culture**  * **Physical Environment**   Meeting Areas, Seating, Resources and Class Libraries Available, Charts, Technology, Space, Centers, Desks Face Teacher, Elbow Room, Neutral zones, Co-Constructed Learning on Display, Concept Displays   * **Classroom Routines & Rules**   Techniques, Class Involved in Rules, Greeting Students by Name, Transition Rules, Procedures and Processes, Access to Resources, Entering and Leaving Class Routines, Work Habits, Productive Time, Group Collaboration Rules-Routines   * **Classroom Culture**   Expectations Posted, Accountability, Language and Actions Used, Community of Equality, Shared Learning, Clarifying Words and language, Student Task and Choice, High Motivation, Caring – Enthused Teacher, Developments of Relationships, Intellectual and Culturally Rich Class, Atmosphere of Risk-Taking |

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| **Resources for English Language Learners** | |
| **SIOP Components and Strategies**  Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco, Arcema Tovar | |
| **Preparation:** | graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays |
| **Building Background:** | KWL, key vocabulary games, links past to new |
| **Comprehensible Input:** | differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips |
| **Strategies:** | GIST, SQP2R, reciprocal tchng., mnemonics, repeated rdg., think alouds, paraphrase, question cubes |
| **Interaction:** | pairs, triads, TPS, teams, native language materials, student notes, write/respond |
| **Practice/Application:** | hands on, discussion, abstract models for concrete concepts, I Do, We Do, You Do, integrated lang. skills |
| **Lesson Delivery:** | clear objectives, opportunities to talk, no down time, whole and small groups |
| **Review/Assessment:** | content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, (whole group response) |
| **O.D.E. Standard #10 Forms and Functions**  [**ODE - ELP Standards**](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf) | |
| **Function** | **Form** |
| express: needs/likes | indirect/direct object subject/verb agreements, pronouns |
| describe: nouns | nouns, pronouns, adjectives |
| describe: relations | prepositional phrases |
| describe: actions | present progressive, adverbs |
| retell/relate events | past tense verbs, perfect aspect (present & past) |
| make predictions | Verbs: future tense, conditional mode |
| information questions | Verbs and verb phrases in questions |
| clarifying questions | Questions with increasing specificity |
| express opinion | sentence structure, modals (will, can, may shall) |
| comparing | adjectives, conjunctions, comparatives, superlatives, adverbs |
| contrasting | comparative adjectives |
| summarizing | increasingly complex sentences w' specific vocabulary |
| persuading | verb forms |
| literary analysis | sentence structure, specific vocabulary |
| cause/effect | verb forms |
| draw conclusion | comparative adjectives |
| define | nouns, pronouns and adjectives |
| explain | verbs, declarative & complex sentences, adverbs of manner |
| generalize | abstract nouns, verb forms, nominalizations |
| evaluate | complex sentences; increasing specificity of nouns, verbs, adj |
| interpret | language of propaganda, complex sentences, nominalizations |
| sequence | adverbs of time, relative clauses, subordinate conjunctions |
| hypothesize | Modals (would, could might), compound tenses |
| **GLAD Strategies**  [**GLAD Resource Book**](http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf) | |
| Focus and Motivation | Content Dictionaries, Exploration Report, Observation Chart, Inquiry Charts, Teacher-Made Big Books, Awards |
| Input | Pictorial, Narrative and Comparative In-Put Charts |
| Guided Oral Practice | 10/2, Chants, T-Graph (Social Skills), Sentence Patterning Chart |
| Reading and Writing | Cooperative Strip Paragraphs, Team Tasks, Process Grids, Expert Groups, Story Maps |

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| **Best Practices** | | | | |
| **Reading RIGOR with Depth of Knowledge (DOK)**  *Susan Richmond* | | | | |
| **DOK: Level 1**  *1 Cognitive Step* | **DOK: Level 2**  *2 Cognitive Steps* | | **DOK: Level 3**  *3 Cognitive Steps* | **DOK: Level 4**  *4 Cognitive Steps* |
| **1.**  Students can find or locate an answer that is explicitly and directly stated in a text. | **1.**  Students use a reading skill (such as cause/effect, sequence, main idea, etc..) as a clue to ….  **2.**  find an answer that is stated explicitly and directly in a text. | | **1.**  Students locate evidence in a text to answer a question and then…  **2**.  are able to answer with words or pictures in a conclusion statement or generalization and….  **3.**  can prove their answer by explaining what strategy or process they used to solve or find the answer. | **1.**  Students complete a product or performance task in which they show why a previous conclusion is/not accurate …  **2.**  after researching and synthesizing multiple sources about the same topic following specified criteria…  **3.**  In order to validate or form a new conclusion which can be…  **4.**  used across new disciplines or to solve problems a new way. |
| **Marzano’s Nine Best Practices** | | | | |
| 1. Identifying Similarities and Differences | | | 6. Generating and Testing Hypotheses | |
| 2. Nonlinguistic Representations | | | 7. Homework and Practice | |
| 3. Summarizing and Note Taking | | | 8. Cues, Questions and Advanced Organizers | |
| 4. Setting Objectives and Providing Feedback | | | 9. Cooperative Learning | |
| 5. Reinforcing Effort - Providing Recognition | | |  | |
| **Differentiation Strategies for Increasing RIGOR** | | | | |
| **Compacting** | | Students are pre-assessed to determine already mastered content. | | |
| **Depth and Complexity** | | From concrete to abstract and connections over time. | | |
| **Independent Study** | | Opportunity to choose and investigate a topic of your own interest. | | |
| **Think Like a Disciplinarian** | | Is this how a (discipline, i.e.; biologist) would think and act? | | |
| **Levels of DOK** | | Scaffolding questions and activities at different DOK levels | | |
| **Tiered Assignments** | | Levels of complexity, number of steps and levels of independence. | | |



**DOK-3**

**Judge**



**DOK-1**

**Reporter**



**DOK-2**

**Interpreter**

**DOK-1**

***Recall and Reproduce***

**DOK-2**

***Skills and Concepts***

**DOK-2**

***Skills and Concepts***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-4**

***Extended Thinking***

**DOK-4**

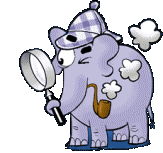
***Extended Thinking***

**DOK-4**

***Extended Thinking***

**DOK-4**

***Extended Thinking***



**DOK-4**

**Detective**

*Developed by Susan Richmond 2015 “Thinking Ladders, 2015”*

**Cognitive Steps for**

**Depth of Knowledge**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Grade 6 ELP Standards with Literacy in *Content Area* Correspondences** | | | | | | | | | | | | | |
| ***Grade 6: Standard 1*** | | | | | | | | | | | | | |
| **ELP.6-8.1** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | | | | **Level 4** | | **Level 5** | |
| **An ELL can . . .**  construct meaning  from oral presentations and literary and informational text  through grade appropriate  listening, reading, and  viewing **. .** | | | use a very limited set of strategies to:   * identify a few key words and phrases in oral communications and simple written texts. | use an emerging set of  strategies to:   * identify the main topic in oral communications and simple written texts. * retell a few key details | use a developing set of  strategies to:   * determine the main idea or theme in simple oral presentations or written text. * explain how the theme is supported by specific details. * summarize part of the text. | | | | | use an increasing range of  strategies to:   * determine two or more central ideas or themes in oral presentations or written text. * explain how the central ideas/themes are supported by specific textual details. * Summarize a simple text. | | use a wide range of strategies to:   * determine central ideas or themes in oral presentations or written texts. * explain how the central ideas/themes are developed by supporting ideas or evidence. * summarize a text. | |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | | | |
| **EP1.** | Support analyses of a range of grade-level complex texts with evidence. | | | | | | | **MP1.** | Make sense of problems and persevere in solving  them. | | **SP1**. | | Ask questions and  define problems. |
| **EP3.** | Construct valid arguments from evidence and critique the reasoning of others. | | | | | | |
| **EP4.** | Build/present knowledge from research by integrating, comparing, and synthesizing ideas from texts. | | | | | | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | | |
|  | | | | | | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | | | |
| **History/Social Studies** | | | | | | **Science/Technical Subjects** | | | | | | | |
| **RH.1** | | Cite specific textual evidence to support analysis of primary and secondary  sources. | | | | **RST.1** | Cite specific textual evidence to support analysis of science and technical texts. | | | | | | |
| **RH.2** | | Determine the central ideas or information of a primary or secondary source;  provide an accurate summary of the source distinct from prior knowledge or  opinions. | | | | **RST.2** | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.. | | | | | | |
| **RH.3** | | Identify key steps in a text’s description of a process related to history/social  studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | | | | **RST.3** | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | | | | | | |
| **RH.7** | | Integrate visual information (e.g., in charts, graphs, photographs, videos, or  maps) with other information in print and digital texts. | | | | **RST.7** | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | | | | | | |
| **SL.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. | | | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in *Content Area* Correspondences** | | | | | | | | | | | |
| ***Grade 6: Standard 2*** | | | | | | | | | | | |
| **ELP.6-8.2** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | | | **Level 3** | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  participate in grade appropriate  oral and written exchanges of  information, ideas,  and analyses, responding to peer,  audience, or reader  comments and questions . . . | | | * participate in short conversations and written exchanges on familiar topics. * present simple information. * respond to simple questions and some wh-question. | * participate in short conversations and written exchanges on familiar topics and texts. * present information and ideas * respond to simple questions and wh-questions. | | | * participate in conversations, discussions, and written exchanges on familiar topics and texts * build on the ideas of others * express his or her own ideas * ask and answer relevant questions * add relevant information. | * participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues * build on the ideas of others * express his or her own ideas * ask and answer relevant questions * add relevant information and evidence * paraphrase the key ideas expressed. | | | * participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues * build on the ideas of others * express his or her own ideas clearly * pose and respond to relevant questions * add relevant and specific evidence * summarize the key ideas * reflect on the key ideas expressed. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP1.** | Support analyses of a range of grade-level complex texts with evidence. | | | | **MP1.** | Make sense of problems and persevere in solving them. | | | **SP4.** | Analyze and interpret data. | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | **MP6.** | Attend to precision. | | | **SP6.** | Construct explanations and design solutions. | |
|  |  | | | |  | | | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | |
| **WHST.6.** | | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | | | | | | | | | |
| **SL.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 understanding of multiple perspectives through reflection and paraphrasing.  \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in *Content Area* Correspondences** | | | | | | | | | | | |
| ***Grade 6: Standard 3*** | | | | | | | | | | | |
| **ELP.6-8.3** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | | | **Level 3** | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  speak and write about grade-appropriate complex literary and informational texts and topics **. . .** | | | * communicate simple information   about familiar texts, topics and experiences. | * deliver short oral   presentations   * compose written narratives or informational texts   about familiar texts, topics, and experiences. | | | * deliver short oral presentations * compose written narratives or informational texts * develop texts with some details   about familiar texts, topics,  and experiences. | * deliver oral presentations * compose written narratives or informational texts * develop texts with some specific details   about a variety of texts, topics, and experiences. | | | * deliver oral presentations * compose written narrative or informational texts * Develop texts with relevant details, ideas or information   about a variety of texts, topics, and experiences. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP1.** | Support analyses of a range of grade-level complex texts with evidence. | | | | **MP1.** | Make sense of problems and persevere in solving them. | | | **SP6.** | Construct explanations and design solutions. | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | | | | **MP6.** | Attend to precision. | | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | |
| **WHST.2** | | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.   1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style and objective tone. 6. Provide a concluding statement or section that follows from and supports the information or explanation presented. | | | | | | | | | |
| **SL.4.** | | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | | | | | | | | |
|  | | \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in *Content Area* Correspondences** | | | | | | | | | | | |
| ***Grade 6: Standard 4*** | | | | | | | | | | | |
| **ELP.6-8.4.** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  construct grade appropriate oral and written claims and support them with reasoning and evidence **. . .** | | | * express an opinion about a familiar topic. | * construct a simple claim about a familiar topic * give a reason to support the claim. | * construct a claim about familiar topics * introduce the topic * provide several supporting reasons or facts in a logical order. * provide a concluding statement. | | | * construct a claim about a variety of topics * introduce the topic * provide sufficient reasons or facts to support the claim * provide a concluding statement. | | | * construct a claim about a variety of topics * introduce the topic * provide compelling and logically ordered reasons or facts that effectively support the claim * provide a concluding statement. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | **MP3.** | Construct viable arguments and critique reasoning of others. | | **SP.4** | Analyze and interpret data. | |
| **EP3.** | Construct valid arguments from evidence and critique the reasoning of others. | | | | | **MP6.** | Attend to precision. | | **SP.7** | Engage in argument from evidence. | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | |  |  | | **SP.8** | Obtain, evaluate, and communicate information. | |
| **EP6.** | Use English structures to communicate context-specific messages. | | | | |  |  | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | |
| **WHST.1** | | Write arguments focused on discipline-specific content.   1. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | | | | |
| **SL.4\*** | | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | | | | | | | | |
| **L.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.  \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in *Content Area* Correspondences** | | | | | | | | | | | |
| ***Grade 6: Standard 5*** | | | | | | | | | | | |
| **ELP.6-8.5** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  conduct research and  evaluate and communicate findings to answer questions  or solve problems **. . .** | | | * gather information from a few provided sources * label collected information. | * gather information from provided sources * record some data and information. | * gather information from multiple provided print and digital sources * summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate * cite sources. | | | * gather information from multiple print and digital sources * use search terms effectively * quote or paraphrase the data and conclusion of others, using charts, diagrams or other graphics as appropriate * cite sources * use a standard format for citations | | | * gather information from multiple print and digital sources * use search terms effectively * (at Grade 8) evaluate the credibility of each source * quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate * cite sources * use a standard format for citations. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP1.** | Support analyses of a range of grade-level complex texts with evidence. | | | | | **MP1.** | Make sense of problems and persevere in solving them. | | **SP3.** | Plan and carry out investigations. | |
| **EP4.** | Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. | | | | |  |  | | **SP6.** | Construct explanations and design solutions. | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | |  |  | | **SP8.** | Obtain, evaluate, and communicate information. | |
|  | Use English structures to communicate context-specific messages. | | | | |  |  | |
| **EP6.** | Use English structures to communicate context-specific messages. | | | | |  | | |  | | |
| **When engaging in tasks aligned with the following Grade6 CCSS for ELA Standards**: | | | | | | | | | | | |
| **WHST.7.** | | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | | | | | | | | |
| **WHST.8.** | | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | | | | | | | |
| **WHST.9.** | | Draw evidence from informational texts to support analysis reflection, and research. | | | | | | | | | |
| **SL.4. \*** | | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in *Content Area* Correspondences** | | | | | | | | | | | | |
| ***Grade 6: Standard 6*** | | | | | | | | | | | | |
| **ELP.6-8.6.** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | | | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  analyze and critique the arguments of others orally and in writing **. . .** | | | * identify a point an author or speaker makes. | * identify the main argument an author or a speaker makes * identify one reason an author or a speaker gives to support the argument. | | * explain the argument an author or a speaker makes * distinguish between claims that are supported by reasons and evidence from those that are not. | | | * analyze the argument and specific claims made in texts or speech * determine whether the evidence is sufficient to support the claims * cite textual evidence to support the analysis. | | | * analyze and evaluate the argument and specific claims made in texts or speech/ presentations * determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims * cite textual evidence to support the analysis. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | | **MP1.** | Make sense of problems and persevere in solving them. | | **SP1.** | Ask questions and define problems. | |
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| **EP3.** | Construct valid arguments from evidence and critique the reasoning of others. | | | | | | **MP3.** | Construct viable arguments and critique reasoning of others. | | **SP6.** | Construct explanations and design solutions. | |
| **EP4.** | Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. | | | | | |  |  | | **SP7.** | Engage in argument from evidence. | |
| **EP5.** | Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | |  |  | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | | |
| **History/Social Studies**  [RH.8] Distinguish among fact, opinion, and reasoned judgment in a text. | | | | | **Science/Technical Subjects**  [RST.8] Distinguish among facts, reasoned judgment based on research findings, -speculation in a text. | | | | | | | |
| **WHST.1b** | | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. | | | | | | | | | | |
| **SL.3\*** | | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | | | | | | | | | | |
| **L.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.  \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in Content Area Correspondences** | | | | | | | | | | | |
| ***Grade 6: Standard 7*** | | | | | | | | | | | |
| **ELP.6-8.7** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | | | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  adapt language choices to purpose, task, and audience when speaking and writing **. . .** | | | * recognize the meaning of some words learned   through conversations, reading, and being read to. | with emerging control,   * adapt language choices to different tasks and audience. * begin to use frequently occurring general academic and content specific words and phrases in conversations and discussions. | | | with developing control,   * adapt language choices according to purpose, task, and audience * use an increasing number of general academic and content-specific words and phrases in speech and short written texts. * show developing control of style and tone in oral or written text. | | with increasing ease,   * adapt language choices and style according to purpose, task, and audience * use a wider range of general academic and content-specific words and phrases * Maintain consistency in style and tone throughout most of oral or written text. | | with ease,   * adapt language choices and style according to purpose, task, and audience, * use a wide variety of complex general academic and content specific academic words to precisely express ideas * maintain an appropriate and consistent style and tone throughout an oral or written text. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | | | | **MP6.** | Use English structures to communicate context-specific messages. | | **SP1.** | | Ask questions and define problems. | |
| **EP6.** | Use English structures to communicate context-specific messages. | | | |  |  | | **SP6.** | | Construct explanations and design solutions. | |
|  |  | | | |  |  | | **SP8.** | | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | |
| **WHST.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, focusing on how well purpose and audience have been addressed. | | | | | | | | | |
| **SL.6.\*** | | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | | | | | | | | | |
| **L.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.  \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in *Content Area* Correspondences** | | | | | | | | | | | | | |
| ***Grade 6: Standard 8*** | | | | | | | | | | | | | |
| **ELP.6-8.8.** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | | | |
| **Level 1** | **Level 2** | | | **Level 3** | | | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  determine the meaning of words and phrases in oral presentations and literary and informational  text . . . | | | relying heavily on context, visual aids, and knowledge of morphology in his or her native language,   * recognize the meaning of a few frequently occurring words and simple phrases   in text about familiar topics, experiences, or events. | using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,   * determine the meaning of frequently occurring words, phrases, and expressions   in text about familiar topics, experiences, or events. | | | using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),   * determine the meaning of frequently occurring words and phrases and frequently occurring expressions   in texts about familiar topics, experiences, or events. | | | using context, reference materials, and an increasing knowledge of English morphology,   * determine the meaning of general academic and content-specific words, phrases and a growing number of idiomatic expressions   n texts about a variety of topics, experiences, or events. | | | using context, reference materials, and knowledge of English morphology,   * determine the meaning of general academic and content-specific words and phrases idiomatic expressions, and figurative and connotative language (e.g.; metaphor, personification)   in texts about a variety of topics, experiences, or events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | | | |
| **EP1** | Support analyses of a range of grade-level complex texts with evidence. | | | | **MP1.** | Use English structures to communicate context-specific messages. | | | | | **SP1.** | Ask questions and define problems. | |
| **EP6** | Use English structures to communicate context-specific messages. | | | |  |  | | | | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | | | |
| **History/Social Studies** | | | | | | | | **Science/Technical Subjects** | | | | | |
| **RH.4** | | Determine the meaning of words and phrases as they are used in a text,  including vocabulary specific to domains related to history/social studies. | | | | | | **RST.4** | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. | | | | |
| **L.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.   1. 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. 2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 3. 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.   1. 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). | | | | | | | | | | | |
| **L.5.** | | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., personification) in context. 2. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).   \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in *Content Area* Correspondences** | | | | | | | | | | | |
| ***Grade 6: Standard 9*** | | | | | | | | | | | |
| **ELP.6-8.9.** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  create clear and  coherent grade  Appropriate speech and text **. . .** | | | with support (including context and visual aids), and using non-verbal  communication,   * communicate simple information about an event or topic * use a narrow range of vocabulary and syntactically simple sentences   with limited control. | with support (including  modeled sentences),   * recount a simple sequence of events in order * Introduce an informational topic * Present one or two facts about the topic * use f some commonly occurring linking words (e.g., next, because, and, also) * Provide a concluding statement   with emerging control. | | * recount a short sequence of events, with a beginning, middle, and end * introduce and develop an informational topic with a few facts and details * use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) * provide a conclusion   with developing control. | | * recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end * introduce and develop an informational topic with facts and details * use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on) * provide a concluding section   with increasingly independent control | | | * recount a complex sequence of events or steps in a process, with a beginning, middle, and end * introduce and effectively develop an informational topic with facts and details * use a wide variety of transitional words and phrases to show logical relationships between events and ideas * provide a concluding section. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | **MP1.** | | Make sense of problems and persevere in solving them. | | **SP7.** | Engage in argument from evidence. | |
|  |  | | | | **MP3.** | | Construct viable arguments and critique reasoning of others. | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | |
| **WHST.1c.** | | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | | | | | | | | | |
| **WHST.2c** | | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | | | | | | | | | |
| **WHST.4.** | | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | | | | | | | | | |
| **SL.4. \*** | | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | |

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| **Grade 6 ELP Standards with Literacy in Content Area Correspondences** | | | | | | | | | | | |
| ***Grade 6: Standard 10*** | | | | | | | | | | | |
| **ELP.6-8.10.** | | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | | | **Level 3** | **Level 4** | | | **Level 5** |
| **An ELL can . . .**  make accurate use of  standard English to  communicate in grade-appropriate speech and writing . . . | | | * recognize and use a small number of frequently occurring nouns, noun phrases, and verbs * understand and respond to simple questions. | with support (including  visual aids and sentences),   * use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases * produce simple and compound sentences. | | | with support (including  modeled sentences),   * use some relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases. * Produce and expand simple, compound and a few complex sentences. | * use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices * place phrases and clauses within a sentence * recognize and correct most misplaced and dangling modifiers * produce and expand simple, compound, and complex sentences. | | | * use intensive/reflexive pronouns * use verbs in the active and passive voices * place phrases and clauses within a sentence * recognize and correct misplaced and dangling modifiers * produce and expand simple, compound, and complex sentences. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | |
| **EP2.** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | **MP6.** | Attend to precision. | | | **SP8.** | Obtain, evaluate, and communicate information. | |
| **EP6.** | Use English structures to communicate context- specific messages. | | | |  |  | | |  |  | |
| **When engaging in tasks aligned with the following Grade 6 CCSS for ELA Standards**: | | | | | | | | | | | |
| **L.1.** | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Ensure that pronouns are in the proper case (subjective, objective, and possessive). 2. Use intensive pronouns (e.g., myself, ourselves). 3. Recognize and correct inappropriate shifts in pronoun number and person. 4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 5. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | | | | | | |
| **L.3.\*** | | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Vary sentence patterns for meaning, reader/listener interest, and style. 2. Maintain consistency in style and tone.   \* Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | | | |