

GRADE 6 ENGLISH LANGUAGE ARTS FRAMEWORK

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EXPECTATIONS

WRITING EXPECTATIONS

Students will be expected to:

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- 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.

ESSAY EXPECTATIONS

Students will be expected to write a 5 paragraph essay in a 90-minute class period, with the topic provided beforehand. Students may bring a copy of their first draft to use when writing the essay. See link:

https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf

LANGUAGE USAGE EXPECTATIONS

To strengthen language skills, students are expected to complete grammar exercises, based on grade level content, on a weekly basis.

SPEAKING AND LISTENING EXPECTATIONS

Students will be expected to:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Include multimedia components and visual displays in presentations to clarify information.

READING EXPECTATIONS

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.

IT EXPECTATIONS

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf

READING LIST

WHOLE CLASS NOVELS

- The Mulberry Game, Park, Linda Sue
- A Long Walk to Water, Park, Linda Sue

LIT CIRCLE BOOKS

- Gregor and the Overlander, Collins, Suzanne
- Gregor and the Prophecy of Bane, Collins, Suzanne
- Watership Down, Adams, Richard

- Lion Witch & Wardrobe (Or similar from Narnia series), Lewis, C.S.
- Red Wall, Jacques, Brian
- Tuck Everlasting, Babbitt, Natalie
- Inkheart, Funke, Cornelia

SHORT STORIES

- Orchard Book of Greek Myths
- Aesop's Fables

POEMS READ AS PART OF THE CURRICULUM

- E. E. Cummings
- Limericks
- Haiku

DRAMA/PLAYS

- Screenplay: from Narnia series (movie, comparison of format)

PERFORMANCE INDICATORS

READING LITERATURE

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. DOK 1, 2, 3 E

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. DOK 2, 3 E

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. DOK 2, 3 E

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. DOK 1, 2, 3 E

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. DOK 2, 3 E

Explain how an author develops the point of view of the narrator or speaker in a text. DOK 2, 3, 4 E

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. DOK 3, 4

Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. DOK 3, 4 E

WRITING

Write arguments to support claims with clear reasons and relevant evidence. DOK 3, 4 E

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. DOK 3, 4 E

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. DOK 3, 4 E

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. DOK 3, 4 E

SPEAKING AND LISTENING

Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. DOK 2, 3, 4

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. DOK 2, 3

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. DOK 1, 2, 3 E

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. DOK 1, 2

LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. DOK 1 E

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. DOK 1 E

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. DOK 1, 2