

# WGSD Curriculum – English Language Arts

## 6<sup>th</sup> Grade

### Reading

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- 6.RL.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RL.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 6.RL.1.C – Interpret visual elements of a text and draw conclusions from them (when applicable).
- 6.RL.1.D – Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.
- 6.RL.3.D – Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 6.RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.RI.1.B – Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RI.1.C – Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 6.RI.1.D – Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.
- 6.RI.3.D – Read and comprehend informational text independently and proficiently.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
  - determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content.
  - citing textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text.
  - providing an objective summary of the text.
  - determining a theme or central idea of a text, how it is conveyed through particular details, and analyzing its development over the course of the text.
- 2: Student demonstrates he/she is nearing by:
  - performing basic processes such as:
    - identifying unknown words or phrases.
    - making inferences supported by textual evidence.

WGSD Curriculum – English Language Arts  
6<sup>th</sup> Grade  
Reading

- summarizing the text with teacher provided graphic organizer.
- identifying a theme or central idea.
- recognizing and recalling specific vocabulary, such as: analyze, technical meaning, inferred meaning, domain-specific, context, plot (including the elements of a plot graph).

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
  - 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;
  - b) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
  - 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;
  - 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)
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- determine and provide evidence for a text’s theme and/or central idea.
- describe and interpret the plot of a story or drama as it moves toward a resolution.
- understand how a character changes throughout a story or drama.
- determine and analyze the theme of a story or drama.
- provide an unbiased summary of the text.

WGSD Curriculum – English Language Arts  
6<sup>th</sup> Grade  
Text Elements and Structure

High Priority Standards (MLS)

- 6.RL.2.A – Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RL.2.B – Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.RL.2.C – Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.
- 6.RL.2.D – Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- 6.RL.3.A – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.
- 6.RL.3.B – Compare and contrasts texts in different genres that address similar themes or topics.
- 6.RL.3.C – Explain how plot and conflict reflect historical and/or cultural contexts.
- 6.RI.2.A – Analyze how a particular sentence, paragraph, section, or image contributes to meaning.
- 6.RI.2.B – Explain how an author’s point of view or purpose is conveyed in a text.
- 6.RI.2.C – Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.
- 6.RI.2.D – Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.RI.3.A – Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.
- 6.RI.3.B – Compare and contrast one author’s presentation of events with that of another.
- 6.RI.3.C – Explain how the text reflects historical and/or cultural contexts.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- describing how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature.
  - identifying ways that an author uses text structure, language structure, word choice and style to convey his/her viewpoint.
  - comparing and contrasting ideas, information from various sources and genres, and authors’ presentations of events.
  - identifying how characters in literature deal with conflict, solve problems and relate to real-life situations.
  - analyzing in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (eg. through examples or anecdotes).

WGSD Curriculum – English Language Arts  
6<sup>th</sup> Grade  
Text Elements and Structure

- tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
  - identifying elements of the plot.
  - identifying a theme or central idea.
  - identifying author's point of view.
  - describing the form or structure of a text (story, drama, poem, etc.) and recognizing signal (transition) words or phrases associated with text structure (for example, following, compared with, therefore, as a result of).
- recognizing and recalling specific vocabulary, such as: central idea, alliteration, onomatopoeia, figurative language, repetition, rhyme, mood, drama, film, impact, multimedia, portrayal, version, video, audio, sonnet, line, act, structure, verse, interpretation, source, historical account, memoir, genre.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will

- describe and interpret the plot of a story or drama as it moves toward a resolution.
- understand how a character changes throughout a story or drama.
- determine and analyze the theme of a story or drama.
- provide an unbiased summary of the text.
- identify and interpret figures of speech in assigned text and independent reading.
- compare and contrast written material with audio, video or live performances of a given/adapted text.
- write about information presented through various multimedia presentations.
- provide in-depth analysis of a text and its overall structure.
- recognize point of view and determine author's purpose.
- compare and contrast texts with similar themes, characters, topics, plots, and settings.
- provide textual evidence to support ideas.

# WGSD Curriculum – English Language Arts

## 6<sup>th</sup> Grade

### Writing

#### High Priority Standards (MLS)

- 6.W.1.A - 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.
- 6.W.2.A – Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 6.W.2.A.a – Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 6.W.2.A.b – Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- 6.W.2.A.c – Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
- 6.W.3.A – Review, revise, and edit writing with consideration for the task, purpose, and audience.
- 6.W.3.A.a – Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
- 6.W.3.A.b – Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
- 6.W.3.A.c – Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
- 6.W.3.A.d – Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- 6.W.3.A.e – Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

#### Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

#### Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- composing and formatting compositions (ex: narrative, informative, and argumentative) for a specified audience.
  - using transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - using grade-level appropriate grammar, spelling, punctuation, capitalization and structure.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
    - composing organized and coherent writing for specific purposes and audiences.
    - demonstrating focus, organization, and elaboration in relation to purpose and audience.
    - identifying correct capitalization, grammar, spelling, punctuation and capitalization.

WGSD Curriculum – English Language Arts  
6<sup>th</sup> Grade  
Writing

- recognizing and recalling specific vocabulary, such as: objective, subjective, possessive, intensive pronouns, parentheses, dashes.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- utilize a graphic organizer effectively to write a multi-paragraph narrative.
- identify and include the elements of fiction.
- write a lead—action, reaction, or dialogue.
- write a snapshot.
- write a thought shot.
- write a concluding paragraph.
- follow the writing process.
- formulate an argument or position effectively using a graphic organizer to write a multi-paragraph argument/persuasive essay.
- support claim(s).
- effectively use a graphic organizer to interpret and record research for a multi-paragraph essay.
- develop a thesis statement.
- write a paragraph which includes topic sentence, supporting details, and concluding sentence.
- use technical vocabulary.
- use standard grammar and conventions.
- use MLA format when citing sources.
- ensure that pronouns are in proper case (objective, subjective, possessive).
- use intensive pronouns (e.g. myself, ourselves).
- recognize and correct inappropriate shifts in pronoun and person.
- recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).
- recognize variations from standard English in their own and others writing and speaking, and identifying and using strategies to improve expression in conventional language.
- use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.
- spell correctly.
- vary sentence patterns for meaning, reader/ listener interest and style.
- maintain consistency in style and tone.

WGSD Curriculum – English Language Arts  
6<sup>th</sup> Grade  
Research

High Priority Standards (MLS)

6.W.1.A – Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- selecting a topic for inquiry and forming a research plan.
  - gathering relevant information from multiple resources to solve problems or answer questions.
  - assessing and citing sources.
  - paraphrasing new meaning learned from multiple sources.
- 2: Student demonstrates he/she is nearing by:
- performing basic processes such as:
    - developing a research question.
    - demonstrating each step of the research process in isolation (developing research questions, locating appropriate sources, recording information related to topic, and/or forming questions not answered in current sources).
  - recognizing and recalling specific vocabulary, such as: credible, plagiarism, paraphrasing, bibliography.
- 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- conduct short grade-appropriate research projects to answer self-generated questions.
- understand the concept of plagiarism and avoid it (for example, using quotes and citing sources).
- draw evidence from literary or informational texts to support analysis, reflection and research.
- creating categories of information and organize categories into larger sections.
- take and use notes to record and organize information.
- record sources of information for citation.

WGSD Curriculum – English Language Arts  
6<sup>th</sup> Grade  
Speaking and Listening

High Priority Standards (MLS)

- 6.SL.1.A – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.B- Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.1.C- Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 6.SL.2.A – Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including volume.
- 6.SL.2.B – Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
- 6.SL.2.C – Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.

Learning Goal

Students will be able to share their thoughts with others by speaking and listening.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- interpreting information presented in various formats (e.g., visual, oral, multimedia) and explaining how it contributes to a topic, text, or issue.
  - identifying a speaker’s point of view, reasoning, and use of evidence and rhetoric.
  - sharing claims and findings in an organized manner with relevant descriptions, facts, and details.
  - expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience.
  - including multimedia and visual displays to clarify information.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
    - summarizing ideas from oral presentations or reading.
    - reporting on a topic or text or presenting an opinion using appropriate facts and details for the intended purpose and message within an organizational format.
    - asking questions to improve understanding.
  - recognizing and recalling specific vocabulary, such as: situation, visual, evidence, perspective, issue,



WGSD Curriculum – English Language Arts  
6<sup>th</sup> Grade  
Speaking and Listening

reasoning, etiquette, rhetoric, elaboration, point of view, eye contact, posture, pronunciation, clarity, fluency, expression, and articulation.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- actively participate in discussions formulating ideas and opinions.
- follow discussion etiquette based on classroom procedures
- demonstrate an understanding of multiple perspectives through reflection and paraphrasing.
- analyze and discuss a speaker’s point of view and reasoning.
- interpret the speaker’s argument along with the claims made to support that argument.
- understand information presented through various media formats and explain its relevant to a topic, text, or issue.
- use evidence to support claims and findings.
- use appropriate conventions of public speaking (e.g., eye contact, posture, volume, fluency, expression, etc.).
- present comprehensive information using various media (PowerPoint, Google Presentation, audio, video, etc.).
- adapt presentation to different contexts and audiences.