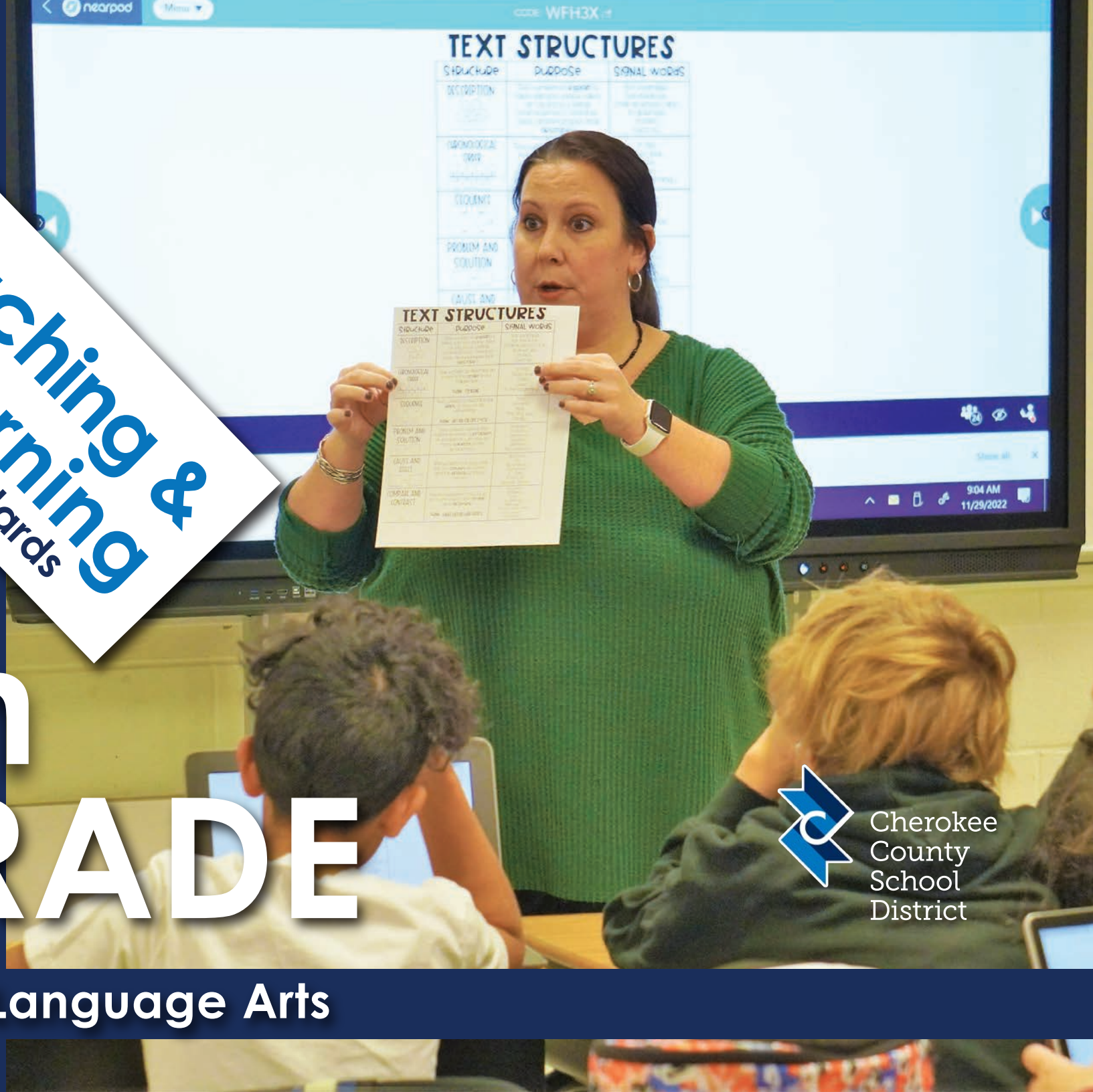
Teaching & Learning Standards

6th GRADE



Cherokee County School District

English Language Arts

6th Grade
English Language Arts

Teaching & Learning Standards Structure by Quarter

Please note that the customization changes to the description of Domains and Big Ideas are noted in the justification document.

Domain Three domains structure the overall framework for Secondary English Language Arts Standards: Language, Texts, and Practices. Cherokee County School District has adapted the domains' associated Big Ideas to match the rigor and responsibility that define our literacy instruction.

Big Idea Each domain is organized into Big Ideas that serve as overarching goals for student learning across grade levels.

Standard: Standards represent specific knowledge and skills that students should learn or master across grade bands.

Expectation: Standards are broken down by grade level through expectations. **Grammar, Usage, and Mechanics expectations in bold should be mastered by the end of the grade level.**

Language Domain (K-2, 3-5, 6-8, 9-12) Students learn and apply the structures and conventions of standard English. Students analyze how grammar works in reading and writing. Students expand vocabularies and determine word meanings as they relate to reading and writing.

Grammar Conventions Cherokee County students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary Cherokee County students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases

Texts Domain (K-2, 3-5, 6-8, 9-12) Students think critically and creatively as they develop the knowledge and skills to actively engage with a variety of texts.

Context Cherokee County students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.

Structures & Style Cherokee County students analyze and use organizational structures and styles to shape ideas and information.

Techniques Cherokee County students evaluate and apply various techniques to comprehend and shape meaning.

Research & Analysis Cherokee County students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Periods & Movements Cherokee County students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

Practices Domain (K-12) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition (EICC) Cherokee County students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Situating Texts (ST) Cherokee County students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

Author's Craft (AC) Cherokee County students apply their understanding of author's craft to enhance the interpretation and construction of texts.

Collaboration & Presentation (CP) Cherokee County students communicate effectively to demonstrate knowledge independently and through collaboration.

Year Long English Language Arts Goals:

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.1: Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

K-12.P.EICC.2: Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

K-12.P.EICC.3: Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.

K-12.P.EICC.4: Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.

Situating Texts (ST)

K-12.P.ST.1: Develop and apply knowledge of key components of context ~~such as~~ including background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.

K-12.P.ST.2: Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose

Author's Craft (AC)

K-12.P.AC.1: Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.

K-12.P.AC.2: Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.

K-12.P.AC.3: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

Collaboration & Presentation (CP)

K-12.P.CP.1: Collaborate with others to accomplish shared goals and projects.

K-12.P.CP.2: Use presentation skills to tailor communication to target audiences for specific purposes.

Language Domain

Syntax

6.L.GC.2.a	Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.

Vocabulary

6.L.V.1.a	Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
6.L.V.1.b	Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.
6.L.V.2.a	Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.
6.L.V.2.b	Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.
6.L.V.2.c	Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.
6.L.V.2.d	Use knowledge of parts of speech to determine precise words and phrases when constructing texts.
6.L.V.3.b	Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.
6.L.V.3.c	Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).
6.L.V.3.d	Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.
6.L.V.3.e	Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.

Quarter 1: Introduction to Periods and Movements; Narrative and Poetic Techniques

Practices Domain

Address yearlong practices.

Language Domain

Grammar, Usage, and Mechanics

GUM	**Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue.**
GUM	**Recognize and correct vague pronoun references.**
GUM	**Form and use participles.**

Syntax

6.L.GC.2.d	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.

Vocabulary

Address yearlong expectations.

Texts Domain

Context

6.T.C.2.a	Describe and analyze the development and interaction of two or more perspectives conveyed by a single text.
6.T.C.2.c	Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.

Structures & Style

6.T.SS.2.a	Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.
6.T.SS.2.b	Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.

Techniques

6.T.T.1.a	Describe how narrative techniques are used across the text to develop plot, characters, and setting.
6.T.T.1.b	Analyze how setting, events, conflict, and characterization influence plot pacing.
6.T.T.1.c	Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
6.T.T.1.d	Compare and contrast literary texts in different modes and genres (e.g., historical novels and fantasy texts) in terms of their approaches to similar themes and topics.
6.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.
6.T.T.4.a	Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
6.T.T.4.b	Apply poetic techniques ~~(e.g.,~~ including stanzas, rhyme/rhyme scheme, imagery, figurative language, and sound devices~~)~~ to produce poetry and engage audiences.

Periods and Movements

6.T.PM.1.a	Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.
6.T.PM.2.a	Read and comprehend one genre of literature from a particular time period.

Quarter 2 — Research with Multimodality

Note: All previous skills from Quarter 1 can be returned to at the teacher's discretion.

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

In addition to skills learned in Quarter 1:

GUM	**Use correlative conjunctions to join words, phrases, or clauses.**
GUM	**Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.**
GUM	**Use semicolons to separate items in a series or list when at least one of the items already contains commas.**
GUM	Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses.

Syntax

6.L.GC.2.c	Identify and use active voice in sentences, revising for subject-verb agreement.

Vocabulary

Address yearlong expectations.

Texts Domain

Context

6.T.C.1.a	Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.
6.T.C.1.b	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.
6.T.C.1.c	Construct multimodal texts and/or presentations for a specific purpose and audience.
6.T.C.2.b	Explain how the author's choice of evidence reveals the author's perspective and impacts credibility.
6.T.C.2.d	Use credible sources to research the answers to questions on academic and individual topics of interest.

Structures & Style

6.T.SS.1.a	Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.
6.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
6.T.SS.2.c	Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, sentence fragments) and apply understandings to writing and speaking.

Techniques

6.T.T.2.a	Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
6.T.T.2.b	Compare and contrast one author's presentation of events with that of another on the same historical event or topic.
6.T.T.2.c	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

Research & Analysis

6.T.RA.1.a	Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.
6.T.RA.1.b	Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
6.T.RA.1.c	Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.
6.T.RA.2.a	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, ~~such as~~ <u>including</u> author, title, and page number
6.T.RA.2.b	Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources.
6.T.RA.2.c	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

Quarter 3 — Integrating Argumentative, Expository, and Narrative

Note: All previous skills from Quarters 1 and 2 can be returned to at the teacher's discretion.

Practices Domain

Address yearlong practices.

Language Domain

Grammar, Usage, and Mechanics

In addition to skills learned in Quarters 1 and 2:

GUM	**Form and use the progressive, perfect, and perfect progressive verb aspects.**
GUM	Use ellipses appropriately.
GUM	Use semicolons, with or without a conjunctive adverb, to form compound and compound -complex sentences.
GUM	Use hyphens with appropriate affixes and compound words.

Syntax

6.L.GC.2.b	Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.

Vocabulary

Address yearlong expectations.

Texts Domain

Context

6.T.C.1.a	Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.
6.T.C.2.b	Explain how the author's choice of evidence reveals the author's perspective and impacts credibility.
6.T.C.2.c	Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.
6.T.C.2.d	Use credible sources to research the answers to questions on academic and individual topics of interest.

Structures & Style

6.T.SS.1.c	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
6.T.SS.1.d	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
6.T.SS.2.a	Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.
6.T.SS.2.b	Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.

Techniques

6.T.T.3.a	Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument.
6.T.T.3.c	Apply argumentative techniques, ~~(e.g., ~~including author's claim, supporting relevant evidence, an identified counterclaim, a rebuttal, and a logical conclusion) to enhance writing and engage audiences.
6.T.T.2.c	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.
6.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.

Research & Analysis

6.T.RA.2.a	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, ~~such as~~ including author, title, and page number.
6.T.RA.2.b	Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources.
6.T.RA.2.c	Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.

Quarter 4 — Culmination with Multimodality

Note: All previous skills from Quarters 1, 2, and 3 can be returned to at the teacher's discretion.

Practices Domain

Address year-long practices.

Language Domain

Grammar, Usage, and Mechanics

In addition to skills learned in Quarters 1, 2, and 3:

GUM	Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).

Syntax

Review and apply all skills learned in Quarters 1, 2, and 3.

Vocabulary

Review and apply all skills learned in Quarters 1, 2, and 3.

Texts Domain

Context

6.T.C.1.b	Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.
6.T.C.1.c	Construct multimodal texts and/or presentations for a specific purpose and audience.
6.T.C.2.a	Describe and analyze the development and interaction of two or more perspectives conveyed by a single text.
6.T.C.2.c	Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.

Structures & Style

6.T.SS.1.a	Explain how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes.
6.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
6.T.SS.1.c	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.
6.T.SS.1.d	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
6.T.SS.2.c	Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, sentence fragments) and apply understandings to writing and speaking.

Techniques: Students should be able to flexibly employ all techniques across writing exercises.
Techniques for this unit will be left to teacher and PLC discretion in order to prioritize class and student needs.

Periods and Movements

6.T.PM.1.b	Read and comprehend one genre of literature from a particular time period.