

**6th Grade Standards**

**Language Arts**

**Course Overview:** Students read and write for a variety of purposes throughout the year. The reading and writing workshop format provides the opportunity to set individualized literacy learning goals for each student. Frequent student/teacher conferences allow for assessment of progress as students gain strategies and skills that assist them in becoming successful life-long readers and writers.

**Bold standards are essential standards that all students will learn as they complete the course.**

**Unit 1 Sense of Urgency: Launching Reading Workshop with Experienced Readers (25 days)**

**Description: S**tudents develop a sense of urgency related to the art of reading. Instruction focuses on strategies and skills used by good readers. A variety of texts are used to model these ideas. Readers engage in literary conversations as they work to analyze, synthesize, and evaluate information. In addition, students investigate vocabulary, characters, and themes.

**Standards**

1. The students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)
2. **The student will determine a theme or central idea of a text and how it is conveyed through particular details. (RL.6.2)**
3. The student will determine how a story’s plot unfolds in a series of episodes and explain how characters respond or change as the plot moves toward a resolution. (RL.6.3)
4. The students will engage effectively in discussions, building on others’ ideas and expressing their own clearly. (SL.6.1)
5. The students will determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.6.4)

**Unit 2 Reading: Literature (25 days)**

**Description:** Students read and comprehend literature, including stories, dramas, and poems.

**Standards**

1. **The students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. They will analyze the impact of specific word choice on meaning and tone. (RL.6.4)**
2. The students will analyze how a particular sentence, chapter, scene, and stanza fits into the overall structure of a text and contributes to the development of the theme, setting, and plot. (RL.6.5)
3. The students will explain how an author develops the point of view of the narrator in a text. (RL.6.6)
4. The students will 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. They will contrast what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.6.7)
5. The students will compare and contrast texts in different forms of genres. They will consider similarities in themes and topics. (RL.6.9)

**Unit 3 Reading: Informational Text (25 days)**

**Description:** Students read and comprehend literary nonfiction.

**Standards**

1. **Students will cite textual evidence to support analysis of what the text explicitly states. They will also cite textual evidence to support inferences drawn from the text. (RI.6.1)**
2. Students will determine a central idea of a text and how it is conveyed through particular details. They will provide a summary of the text; they will avoid including personal opinions or judgments. (RI.6.2)
3. Students will analyze how key individuals, events, and ideas are introduced, illustrated, and explained. (RI.6.3)
4. Students will determine the meaning of words and phrases used in a text, including figurative, connotative, and technical meanings. (RI.6.4)
5. Students will analyze how sentences, paragraphs, chapters, and sections fit into the overall structure of a text. Students will also analyze how these features contribute to the development of ideas. (RI.6.5)
6. Students will determine an author’s purpose in a text and explain how it is conveyed in the text. (RI.6.6).
7. Students will integrate information presented in different media formats to develop a coherent understanding of a topic. (RI.6.7)
8. Students will trace and evaluate specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.8)
9. Students will compare and contrast one author’s presentation of events with another author’s presentation of events. (RI.6.9)

**Unit 4 Writing: Argument (25 days)**

**Description:** Using technology, students make a claim and defend that claim with information from credible sources. Students use the writing process to brainstorm, draft, revise, edit, and publish work.

**Standards**

1. The students will introduce claims and organize the reasons and evidence clearly. (W.6.1a)
2. **The students will support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic. (W.6.1b)**
3. The students will use words, phrases, and clauses to clarify the relationships among claims and reasons. (W.6.1c)
4. The students will establish and maintain a formal style. (W.6.1d)
5. The students will provide a conclusion that follows from the argument presented. (W.6.1e)

**Unit 5 Writing: Informational/Explanatory (25 days)**

**Description:** Using technology, students accurately convey information through writing. Students use information from primary and secondary sources as they strive to increase knowledge, explain a procedure, or explore a concept in depth. Students use the writing process to brainstorm, draft, revise, edit, and publish work.

**Standards**

1. The students will introduce a topic, organize ideas, include formatting, and utilize multimedia when useful to aiding comprehension. (W.6.2a)
2. **The students will develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2b)**
3. The student will use appropriate transitions to clarify the relationships among ideas and concepts. (W.6.2c)
4. The student will use precise language and domain-specific vocabulary to inform about or explain the topic. (W.6.2d)
5. The student will establish and maintain a formal style. (W.6.2e)
6. The student will provide a conclusion that follows from the information or explanation presented. (W.6.2f)

**Unit 6 Writing: Narrative (25 days)**

**Description:** Using technology, students convey an experience, either real or imaginary, through writing. Students use the writing process to brainstorm, draft, revise, edit, and publish work.

**Standards**

1. The students will engage the reader by introducing a narrator and/or characters. (W.6.3a)
2. **The students will use narrative techniques including dialogue, pacing, and description to develop experiences, events, and characters. (W.6.3b)**
3. The students will use a variety of transition words, phrases, and clauses to signal shifts from one-time frame or setting to another. (W.6.3c)
4. The students will use precise words and phrases, descriptive details, and sensory language to convey experiences and events. (W.6.3d)
5. The students will provide a conclusion that follows from the narrated events. (W.6.3e)

**Unit 7 Research (25 days)**

**Description:** Students utilize their research skills to build and present knowledge.

**Standards**

1. The students will conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry if necessary. (W.6.7)
2. The students will gather relevant information from multiple print and digital sources. They will assess the credibility of each source and quote or paraphrase the information. They will avoid plagiarism and provide basic bibliographic information for sources. (W.6.8)
3. The students will draw evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)

**Unit 8 Speaking and Listening (Ongoing)**

**Description:** Students engage effectively in a range of collaborative discussions with diverse partners on a variety of topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Standards**

1. Students will come to discussions prepared. They will read required material and refer to evidence on the topic as they reflect on ideas being discussed. (SL.6.1a)
2. Students will follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1b)
3. **Students will pose and respond to specific questions with elaboration and detail by making comments that contribute to the discussion. (SL.6.1c)**
4. Students will review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1d)
5. Students will interpret information presented in diverse media and formats and explain how it contributes to a topic. (SL.6.2)
6. Students will consider a speaker’s claims and determine the strength of the claims. Students will determine if they are supported by reasons and evidence. (SL.6.3)
7. Students will present claims and findings using descriptions, facts, and details to accentuate main ideas. They will use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)
8. Students will include multimedia components and visual displays in presentations to clarify information. (SL.6.5)
9. Students will adapt speech to a variety of contexts and tasks, demonstrating a command of formal English. (SL.6.6)

**Unit 9 Conventions of Standard English (Ongoing)**

**Description:**  Students demonstrate command of the conventions of standard

English.

**Standards**

1. **Students will demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.6.1)**
2. Students will demonstrate command of the conventions of Standard English including capitalization, punctuation, and spelling when writing. (L.6.2)
3. Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)

**Unit 10 Vocabulary Acquisition and Use (Ongoing)**

**Description:** Students determine the meaning of unknown and multiple-meaning words and phrases.

**Standards**

1. Students will use context clues when determining the meaning of a word or phrase. (L.6.4a)
2. Students will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.6.4b)
3. Students will consult reference materials to determine or clarify its precise meaning or its part of speech. (L.6.4c)
4. Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6.5)