

# Course of Study:

## 6th-Grade English Language Arts (600)



## 6th-Grade Course of Study — ELA (600)

### Unit 1: Overcoming Obstacles

#### Learning Standard:

- 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 Analyze literary text development.
  - a. Determine a theme of a text and how it is conveyed through particular details.
  - b. Incorporate a theme and story details into an objective summary of a text.
- 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.
- 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.
  - a. Establish a thesis statement to present information.
  - b. 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 to aid comprehension, if needed.
  - c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - d. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - f. Establish and maintain a formal style.
  - g. Provide a concluding statement or section that follows from the information or explanation presented.
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

#### How Taught?

Teaching activities may include, but are not limited to:

- Direct instruction
- Independent work
- Collaborative groups
- Modeling
- Scaffolding
- Review

## 6th-Grade Course of Study — ELA (600)

- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 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”).
- 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.
  - 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
- 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.
- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 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.
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - b. Spell correctly.
- L.6.3 Use knowledge of language and its

## 6th-Grade Course of Study — ELA (600)

<p>conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"><li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li><li>b. Maintain consistency in style and tone.</li></ol> <ul style="list-style-type: none"><li>● 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.</li></ul>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>● Membean</li><li>● Achieve3000 LevelSet</li><li>● Achieve3000 Articles</li><li>● <a href="#">“Black Blizzard”</a> from Maurine V. Eleder on CommonLit</li><li>● “Black Blizzard” Guided Notes</li><li>● <a href="#">“Walking for My Life”</a> by Jennifer Owings Dewey from CommonLit</li><li>● “Walking for My Life” Guided Notes</li><li>● “Presto” Disney Pixar Clip <a href="#">Link</a></li><li>● “Presto” Plot Diagram Worksheet</li><li>● Teacher Sample TBeeC Paragraph</li><li>● Teacher Sample Essay</li><li>● Introduction/Conclusion Paragraph PearDeck</li><li>● Essay Editing Checklist</li></ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"><li>● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)</li><li>● Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)</li><li>● Summative Assessments (using rubrics; tests/exams, projects, presentations, essays)</li></ul> <p><b>How Re-Taught?</b> <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>● Breaking down concept into smaller components</li><li>● Presenting the information again in a different way</li><li>● Practice activities such as computer tutorials, games and hands-on activities</li><li>● Review sessions</li><li>● Teacher conferencing</li></ul>

## 6th-Grade Course of Study — ELA (600)

### Unit 2: Holes

- 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 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.
- 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.
- 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 specific word choices, including sensory language, 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 uses the point of view to develop the perspective of the narrator or speaker in a text.
- 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.
- 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 Analyze informational text development.
  - a. Determine a central idea of a text and how it is conveyed through particular details.
  - b. Provide an objective summary of the text that includes the central idea and relevant details.
- 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).
- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

#### How Taught?

Teaching activities may include, but are not limited to:

- Direct instruction
- Independent work
- Collaborative groups
- Modeling
- Scaffolding
- Review

## 6th-Grade Course of Study — ELA (600)

- 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 perspective or purpose in a text and explain how it is conveyed in the text.
- W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.
  - 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.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - e. Provide a conclusion that follows from the narrated experiences or events.
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
- 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.
- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups,

**6th-Grade Course of Study — ELA (600)**

<p>and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</li> </ul> <ul style="list-style-type: none"> <li>● 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.</li> <li>● L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             <ul style="list-style-type: none"> <li>a. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul> </li> <li>● L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.             <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).</li> </ul> </li> <li>● 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.</li> </ul>	
<ul style="list-style-type: none"> <li>● Membean</li> </ul>	<p><b>How Assessed?</b></p>

## 6th-Grade Course of Study — ELA (600)

- Achieve3000 Articles
- *Holes* by Louis Sachar novel
- *Holes* by Louis Sachar PDF
- *Holes* by Louis Sachar YouTube Audio [Link](#)
- *Holes* Reading Homework Quizzes
- Plot Diagram Guided Notes
- TiPToP Notes
- Fiction/Nonfiction Signposts Handout
- Conflict Notes (excerpts from Ereading Worksheets [Link](#))
- Conflict Sort Activity (excerpts from Ereading Worksheets [Link](#))
- Point of View Guided Notes
- Dialogue Practice Worksheet
- Dialogue Tags Handout
- *Holes* Ch 26-28 Flashback Worksheet
- *Holes* Film Clips YouTube [Link](#)
- *Holes* Theme Worksheet
- *Holes* Practice Test
- TiPToP & Dialogue Review Worksheet
- TiPToP Transition Note Sheet
- Song Theme Activity
  - “Happy” by Pharrell Williams
  - “Money, Money, Money” by Abba
  - “I Will Survive” by Stephanie Bently
  - “Fight Song” by Rachel Platten
- “When Gertrude Grew Great” from Ereading Worksheets [Link](#)
- Journal Writing Worksheets
- *Holes* Test on Edulastic
- *Holes* Test Reflection
- *Holes* Retest
- *Holes* movie
- *Holes* Journal Entry Writing Activities
- Journey Story Digital Notebook
- Teacher Sample Journey Story
- Narrative Editing Checklist

- Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)
- Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)
- Summative Assessments (using rubrics; tests/exams, projects, presentations, essays)

### How Re-Taught?

**Re-teaching activities may include, but are not limited to:**

- Breaking down concept into smaller components
- Presenting the information again in a different way
- Practice activities such as computer tutorials, games and hands-on activities
- Review sessions
- Teacher conferencing

## 6th-Grade Course of Study — ELA (600)

### Unit 3: A Long Walk to Water

#### Learning Standard:

- 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 Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text.
- 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.
- 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 specific word choices, including sensory language, 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 uses the point of view to develop the perspective of the narrator or speaker in a text.
- 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 Analyze informational text development.
  - a. Determine a central idea of a text and how it is conveyed through particular details.
  - b. Provide an objective summary of the text that includes the central idea and relevant details.
- 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).
- 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.

#### How Taught?

Teaching activities may include, but are not limited to:

- Direct instruction
- Independent work
- Collaborative groups
- Modeling
- Scaffolding
- Review

## 6th-Grade Course of Study — ELA (600)

- RI.6.6 Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.
- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Establish a thesis statement to present an argument.
  - b. Introduce claim(s) and organize the reasons and evidence clearly.
  - c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  - d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - e. Establish and maintain a formal style.
  - f. 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.
  - a. Establish a thesis statement to present information.
  - b. 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 to aid comprehension, if needed.
  - c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - d. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - f. Establish and maintain a formal style.
  - g. Provide a concluding statement or section that follows from the information or explanation presented.
- 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. (Editing for conventions

## 6th-Grade Course of Study — ELA (600)

should demonstrate command of Language standards 1–3 up to and including grade 6.)

- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills
- 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.
- 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.
  - 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
- 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.
- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Use intensive pronouns (e.g., myself, ourselves).
  - c. Recognize and correct inappropriate shifts in pronoun number and person.
  - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve exp

## 6th-Grade Course of Study — ELA (600)

<ul style="list-style-type: none"> <li>● L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.             <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).</li> </ol> </li> <li>● 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.</li> </ul>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Membean</li> <li>● Achieve3000 Articles</li> <li>● Weekly Grammar Notes</li> <li>● <i>A Long Walk to Water</i> novel</li> <li>● <i>A Long Walk to Water</i> PDF</li> <li>● <i>A Long Walk to Water</i> Essay Guided Notes</li> <li>● <i>A Long Walk to Water</i> Reading Homework Quizzes</li> <li>● Ch 1 Inference PearDeck</li> <li>● Ch 2 Worksheet</li> <li>● Mood Matching Worksheet based off of excerpts from Ereading Worksheets <a href="#">Link</a></li> <li>● Ch 3 Mood Worksheet</li> <li>● Ch 3 Mood TBeeC</li> <li>● Figurative Language Sort Activity</li> <li>● Formative Edulastic Quiz Ch 5-6</li> <li>● Ch 8 Mood Note Sheet</li> <li>● Ch 8 Mood TBeeC Writing</li> <li>● Ch 10 Tone Worksheet</li> <li>● Ch 11 Tone Scavenger Hunt</li> <li>● Ch 13 TBeeC Writing</li> <li>● Ch 14 Edulastic Quiz</li> <li>● Ch 16 Theme Note Sheet</li> <li>● Ch 16 Theme TBeeC</li> <li>● Ch 17-18 Practice Test</li> <li>● Salva's Survival Chart</li> <li>● Elaboration Handout</li> <li>● Drink Local Drink Tap "Clean Water Is A Human Right" Lesson</li> <li>● <i>A Long Walk to Water</i> Edulastic Test</li> <li>● <i>A Long Walk to Water</i> Informative Essay</li> <li>● Essay Editing Checklist</li> </ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)</li> <li>● Summative Assessments (using rubrics; tests/exams, projects, presentations, essays)</li> </ul> <p><b>How Re-Taught?</b>  <b>Re-teaching activities may include, but are not limited to:</b></p> <ul style="list-style-type: none"> <li>● Breaking down concept into smaller components</li> <li>● Presenting the information again in a different way</li> <li>● Practice activities such as computer tutorials, games and hands-on activities</li> <li>● Review sessions</li> <li>● Teacher conferencing</li> </ul>

## 6th-Grade Course of Study — ELA (600)

### Unit 4: Technology

#### Learning Standard:

- 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 Analyze literary text development.
  - a. Determine a theme of a text and how it is conveyed through particular details.
  - b. Incorporate a theme and story details into an objective summary of the text.
- 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.
- RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
- 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.
- 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 Analyze informational text development.
  - a. Determine a central idea of a text and how it is conveyed through particular details.
  - b. Provide an objective summary of the text that includes the central idea and relevant details.
- 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).
- RI.6.6 Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.
- 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).
- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Establish a thesis statement to present an argument.

#### How Taught?

Teaching activities may include, but are not limited to:

- Direct instruction
- Independent work
- Collaborative groups
- Modeling
- Scaffolding
- Review

## 6th-Grade Course of Study — ELA (600)

- b. Introduce claim(s) and organize the reasons and evidence clearly.
- c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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, while demonstrating sufficient command of keyboarding skills.
- 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
  - 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”).
- 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.
- 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.
  - 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

## 6th-Grade Course of Study — ELA (600)

<p>issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <ul style="list-style-type: none"><li>● 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.</li><li>● L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li><li>b. Use intensive pronouns (e.g., myself, ourselves).</li><li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li><li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li><li>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.</li></ul></li><li>● 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.</li></ul>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>● Membean</li><li>● Achieve3000 Articles</li><li>● Weekly Grammar Notes</li><li>● <a href="#">“Technology Haiku”</a> by John P. Curtin from CommonLit</li><li>● <a href="#">“The Fun They Had”</a> by Isaac Asimov</li><li>● Objective Summaries Worksheet</li><li>● Poem Analysis Worksheet</li><li>● “Technology Haiku” Quiz</li><li>● Short Story Analysis Worksheet</li><li>● “The Fun They Had” Quiz</li></ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"><li>● Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)</li><li>● Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)</li><li>● Summative Assessments (using rubrics; tests/exams, projects, presentations, essays)</li></ul>

**6th-Grade Course of Study — ELA (600)**

- Evidence Jamboard
- Comparison T-Charts
- Argumentative Essay
- Essay Editing Checklist
- Business Pitch Planning Sheet
- Grammar Test
- Young Entrepreneur Pitch Challenge Resources
- Pitch Feedback Sheets
- Final Pitch Evaluation Sheets

**How Re-Taught?**

**Re-teaching activities may include, but are not limited to:**

- Breaking down concept into smaller components
- Presenting the information again in a different way
- Practice activities such as computer tutorials, games and hands-on activities
- Review sessions
- Teacher conferencing