Sixth Grade English /Language Arts Curriculum

6th Grade Literature – Language Arts Overview

Course Description

Sixth-grade students develop the ability to become active explorers of spoken and written language. By investigating and analyzing the basic foundations of literature, students become critical and creative thinkers. Literary foundations include, but are not limited to, plot, character analysis, setting, theme, and conflict. Reading selections are chosen from the Prentice Hall Copper Level anthology, as well as various genres of fiction, and non-fiction texts. Trade novels such as The Giver, Tuck Everlasting, and Cheaper by the Dozen offer the students the opportunity to react, relate, quote, question, and predict. Through novel and short-story units, the students will also strengthen their skills in note-taking, outlining, studying, and organization.

Topics at a Glance

- Comprehension and interpretation of a variety of fiction, non-fiction, poetry, electronic-based texts, and specific genre studies*
- Compare and contrast increasing complex levels of text*
- Writing for a variety of audiences and purposes
- Writing process with an emphasis on self and peer editing
- Importance of correct grammar and strong word choice to communicate effectively
- Vocabulary, word origins, spelling
- Research with an emphasis on judging the credibility and accuracy, and the citing of sources
- Technology as a writing, research, a communication tool
- Oral presentations (debate, speeches, formal presentations of learning, Socratic seminar, scored discussion, book groups)

When available, text selections will connect to and enhance content-area studies in social studies and/or science courses.

Assessments

Summative assessments will be used, along with formative assessments to provide focused feedback to students and to design and adjust lessons and individual and small group learning plans. Below are some examples.
- Running Records
- Formal and Informal Writing Samples
- Formal and Informal Reader's Responses
- Observations/ Interviews/Conversations
- Final Projects and Presentations
- Test/Quizzes
- Student Self-Assessment

Grade Level Expectations

Prepares for and delivers effective oral presentations.
Prepare for and participate effectively in a range of collaborative discussions.

Use information from texts to support analysis and personal responses to literature and poetry.
Use textual evidence to support summary, analysis and evaluation of informational and persuasive texts.
Analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.

With awareness of audience and purpose, compose narrative writing.
With awareness of audience and purpose, compose persuasive and informational writing.
Use the recursive process of writing, including revising and editing for clarity and grammar and conventions use, to produce well-written documents for specific purposes and audiences.

Conducts and shares research by synthesizing information from multiple sources.
Recognize the implications of bias and assumptions in research.

Effective Components

Components of Quality Instruction that Demand Student-Teacher Collaboration in the Learning Process
- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment
- Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension
- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls, and movement)

Students actively engage in learning by:
- Participating in classroom talk (listening, elaborating, clarifying, expanding)
- Applying rigorous, strategic thinking (application, explanation, perspective-taking, interpretation, perspective, empathy, self-knowledge)

Teachers prepare for instruction by:
- Using Data Driven Balanced Literacy Instructional Approaches
  - ♦ Reading & writing demonstrations
  - ♦ Shared and guided reading & writing
  - ♦ Independent reading & writing
- Balancing whole group, small group, and individual instruction
- Using collaborative learning groups
- Planning opportunities to read and write multiple genres
- Providing opportunities for students to authentically respond to and judge what they read
- Requiring students to publish their writing (including individual and/or group anthologies)
- Integrating essential skills and strategies explicitly and systematically

1. Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standard requires students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE Anchor Standards Connected to Speaking and Listening

Conventions of Standard English

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Speaking and Listening Standard:

➢ Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

➢ Deliver organized and effective oral presentations for diverse audiences and varied purposes

➢ Use language appropriate for purpose and audience

➢ Demonstrate skill in inferential and evaluative listening

Content Area: English Language Arts - 6th Grade

Standard: 1. Speaking and Listening

Valwood Graduates:
  ➢ Use language appropriate for purpose and audience.
  ➢ Deliver organized and effective oral presentations for diverse audiences and varied purposes.

GRADE LEVEL EXPECTATION
Concepts and skills students master:
  1. Prepare for and deliver effective oral presentations.

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: **Presentation of Knowledge and Ideas** a. 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. b. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. d. Prepare for audience and purpose by ensuring proper length of presentation, appropriate topic, and engaging content. e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.). f. Use formal and informal feedback to evaluate effectiveness of presentation. **Listening to Presentations of Knowledge and Ideas** g. Demonstrate listening by providing oral and written feedback that reflects understanding, and insights into speaker's message. h. Asks questions to pursue deeper and broader understanding and establish connections linking the purpose of the presentation to self and world.	**Inquiry Questions:** 1. How do speakers make a good impression and make themselves understood when presenting? 2. When presenters want to persuade audience members, what is important for them to remember? 3. What current technologies will enhance the effectiveness of a presentation? **Relevance and Application:** 1. Performing artists rehearse to perfect a performance before presenting to an audience. 2. Digital recordings allow for reviewing a presentation to help speakers understand what they do well and what they need to improve. 3. Advertising agencies develop media campaigns (for TV, radio, the Internet, newspapers, and magazines) to persuade people to buy their products. 4. Online resources and mentor texts offer samples of language use from diverse backgrounds. 5. Webinars allow sharing with broader audiences. **Nature of Discipline:** 1. Effective communicators can present a topic they know well 2. Skilled presenters plan and prepare for the delivery of a presentation. 3. Effective speakers demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Content Area: English Language Arts - 6th Grade

Standard: 1. Speaking and Listening

Valwood Graduates:
- Collaborate effectively as group members or leaders who listen actively and respectfully, pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.
- Demonstrate skill in inferential and evaluative listening.

GRADE LEVEL EXPECTATION
Concepts and skills students master:
2. Prepare for and participate effectively in a range of collaborative discussions.

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
Comprehension and Collaboration
a. 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.
  i. Come to discussions at Valwood, 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.
  ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
b. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
c. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
d. Use evidence to develop credibility (such as citing textual evidence to support opinions).
e. Focusing on a central idea, prepare and ask relevant interview questions for researching and developing ideas further; evaluate the effectiveness of the techniques used and information gained from the interview.
f. Recognize the difference between informal and formal language and make choices appropriate for group purposes.
	Inquiry Questions:
	1. What does a listener need to do in order to understand, evaluate and/or respond to a presenter?
	2. What can speakers do to make people want to listen to what they have to say?
	3. What listening strategies can individuals use while working in a group?
	4. How does body language tell a speaker that he/she is having the desired effect on the audience?
	5. Why is it important to understand multiple perspectives?
	
	Relevance and Application:
	1. Contributing ideas and listening respectfully lead to greater buy-in and give society a larger understanding of views of group members. (Scientists collect seemingly unrelated facts and discoveries and put them together to formulate a hypothesis. Coaches develop game plans that require the players to actively listen and participate to be successful.)
	2. The Internet offers search engines and library databases that help users identify credible sources.
	
	Nature of Discipline:
	1. Collaboration expands thinking and understanding by integration of others' ideas and perspectives.

2. Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

READING

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

LANGUAGE Anchor Standards Connected to Reading

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies
The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Reading for All Purposes Standard:

➢ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

➢ Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

➢ Read a wide range of literature (American and world literature) to understand important universal themes and the human experience

➢ Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Measuring Text Complexity: Three Factors
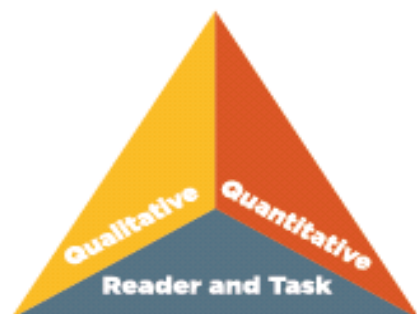
Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Range of Text Types for 6-12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Content Area: English Language Arts - 6th Grade

Standard: 2. Reading for All Purposes

Valwood Graduates:
- ➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts.
- ➢ Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts.
- ➢ Evaluate how an author uses words to create mental imagery, suggest mood, and set tone.

GRADE LEVEL EXPECTATION
Concepts and skills students master:
1. Use information from texts to support analysis and personal responses to literature and poetry.

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: **Key Ideas and Details:** a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. b. 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. c. 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. d. Analyze the theme or central idea of a text to draw parallels to personal experience. **Craft and Structure:** 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. f. 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. g. Explain how an author develops the point of view of the narrator or speaker in a text. **Integration of Knowledge and Ideas:** h. 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. i. 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. j. Use questions and simple graphic organizers to clarify and extend comprehension of literature. k. Develop and share interpretations of literary works of personal interest. **Range of Reading and Complexity of Text:**	**Inquiry Questions:** 1. How does understanding the author's purpose help readers comprehend the text? 2. How do readers adjust thinking strategies to better understand texts? 3. How are literary texts similar? How are they different? 4. Why does point of view matter? How does it contribute to conflict? How can point of view reduce conflict? How do different characters represent different points of view? 5. How does a reader determine the primary message that the author wants interpreted from the passage? 6. How can readers support their opinions by using evidence within texts? **Relevance and Application:** 1. When readers become aware of how an author writes, they can increase their own sentence fluency when they are writing. (Comic books are creative genres that use dialogue, mood, and setting to entertain or make a point.) 2. Readers choose literary texts based on author's style, personal connections, desire to expand their world view, and interest. 3. Sometimes one can access authors online via tools such as Skype, Facebook, and blogs to gain insight into the writer's purpose. **Nature of Discipline:** 1. When readers pay attention to how an author uses language, they increase their reading fluency and comprehension. 2. Readers use the same skills they have gleaned from some of their favorite authors when they write. 3. Readers who analyze characters' responses to different situations can respond more flexibly to their own situations. 4. Skilled readers apply their knowledge when reading in Science, Technical Subjects, and History/Social Studies

l. 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.	

Content Area: English Language Arts - 6th Grade

Standard: 2. Reading for All Purposes

Valwood Graduates:
➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts.
➢ Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts.
➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks.

GRADE LEVEL EXPECTATION

Concepts and skills students master:
2. Use textual evidence to support summary, analysis and evaluation of informational and persuasive texts.

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: **Key Ideas and Details:** a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. b. Determine a 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. c. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **Craft and Structure:** d. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. e. 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. f. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **Integration of Knowledge and Ideas:** g. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. h. 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. i. 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). j. Use and organize information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks.	**Inquiry Questions:** 1. How and when do readers adjust reading strategies to better understand different types of text? 2. What text features are most helpful and why? How do text features help readers to access information quickly? Why do authors use specific text features to convey a message? 3. How do readers know if the text is informing them or trying to persuade them? How can an author's perspective inform readers or persuade the readers to change their thinking? 4. How does comprehension of informational text contribute to lifelong learning? 5. How are conclusions different from evaluations? **Relevance and Application:** 1. All events have a cause and effect (when a sports team loses playoff games, when an adult can't read, when students don't study for a test). 2. Drawing conclusions supports thinking when making decisions (completing a science experiment, deciding what kind of car to buy, choosing a college to attend). 3. Readers need to be aware of persuasive techniques that can influence their decisions (magazine ads about cosmetics, smoking, and alcohol). 4. Organizational structures of online text are non-linear and very different from print text, requiring understanding and skill to achieve comprehension. **Nature of Discipline:** 1. Readers use text features as a source for finding information. 2. Skilled readers apply their knowledge when reading in Science, Technical Subjects, and History/Social Studies

k. Organize and synthesize information from multiple sources, determining the relevance of information. l. Locate, interpret and explain informational texts of personal interest. **Range of Reading and Level of Text Complexity:** m. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Content Area: English Language Arts - 6th Grade
Standard: 2. Reading for All Purposes
Valwood Graduates: ➢ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary. ➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts.
GRADE LEVEL EXPECTATION: **Concepts and skills students master:**   3. Analyze word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
Vocabulary Acquisition and Use:
a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
   i. 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.
   ii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
   iii. 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.
   iv. 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).
   v. Make connections back to previous sentences and ideas to resolve problems in comprehension
   vi. Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word
   vii. Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood).
b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   i. Interpret figures of speech (e.g., personification) in context.
   ii. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	Inquiry Questions:
	   1. How does knowledge of roots and affixes help determine the meaning of unknown words?
	   2. How does the larger context help readers understand confusing words or ideas?
	   3. How does a readers' knowledge of morphology help them effectively decode and understand multisyllabic words?
	   4. How did the English language end up with so many "borrowed" roots from Latin and Greek?
	   5. How do informal social media (e.g. texting, live chat, Twitter) enhance and/or impede communication?
	
	Relevance and Application:
	   1. Readers apply knowledge of roots and affixes to help determine the meanings of unfamiliar words. (Doctors and nurses read medical books and journals, scientists read research reports and scientific studies.)
	   2. Researchers use electronic resources to find information on unfamiliar topics or to find out more information.
	   3. Hypertext and quick-search features in Web sites and online databases can help one quickly obtain meaning.
	
	Nature of the Discipline:
	   1. Readers transfer knowledge of roots and affixes when reading and writing unfamiliar words.
	   2. Readers make intentional bridging inferences and connections between sections to resolve problems in comprehension.

iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). iv. Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways. c. 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.	

3. Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

WRITING

Text Types and Purposes (*These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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 tasks, purposes, and audiences.

LANGUAGE Anchor Standards Connected to Writing

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

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies
The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Writing and Composition standard:

➢ Write with a clear focus, coherent organization, sufficient elaboration, and detail

➢ Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

➢ Apply standard English conventions to effectively communicate with written language

➢ Implement the writing process successfully to plan, revise, and edit written work

➢ Master the techniques of effective informational, literary, and persuasive writing

Content Area: English Language Arts - 6th Grade
Standard: 3. Writing and Composition
Valwood Graduates:
➢ Write with a clear focus, coherent organization, sufficient elaboration, and detail.

GRADE LEVEL EXPECTATION
Concepts and skills students master:
1. With awareness of audience and purpose, compose narrative writing.

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
Text Types and Purposes:
a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  i. 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.
  ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  v. Provide a conclusion that follows from the narrated experiences or events.
b. Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts.
c. Use a range of planning strategies to organize ideas, and generate descriptive and sensory details (outline, web, free write, graphic organizers, list, etc.).
d. Use word choice, sentence structure, and sentence length to create voice and tone in writing.
	Inquiry Questions:
	1. What helps a reader visualize the character, setting, and plot in a composition?
	2. How does a writer's knowledge of their audience and purpose contribute to their writing?
	3. How do graphic organizers or planning guides support the writer?
	4. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?
	5. How is revising a piece of writing as essential as the initial effort?
	6. How can desktop and online resources be used to edit and critique a work in progress?
	
	Relevance and Application:
	1. When working on an important project at work people can use a variety of online resources to expand their ideas.
	2. Pieces of electronic information can be stored for later use, application, and research.
	
	Nature of Discipline:
	1. Writers use the writing process, with a variety of media and technology tools to publish compositions.
	2. Writers use descriptive language to create mental pictures for the reader.
	3. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies

e. Revise and edit writing to strengthen clarity, fluency, ideas, and vividness of voice, tone, organization, and convention. f. Using specific criteria engage in self-evaluation and peer review to explain strengths and weaknesses of one's own writing and the writing of others. g. As writers, use mentor texts and authors to help craft appropriate technique.	

Content Area: English Language Arts - 6th Grade

Standard: 3. Writing and Composition

Valwood Graduates:
> Write with a clear focus, coherent organization, sufficient elaboration, and detail.

GRADE LEVEL EXPECTATION
Concepts and skills students master:
  2. With awareness of audience and purpose, compose persuasive and informational writing.

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
 Text Types and Purposes:
 a. Write arguments to support claims with clear reasons and relevant evidence.
     i. Introduce claim(s) and organize the reasons and evidence clearly.
     ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
     iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
     iv. Establish and maintain a formal style.
     v. Provide a concluding statement or section that follows from the argument presented.
     vi. Identify and use several effective arguments in a piece of writing intended to persuade an audience.
     vii. Demonstrate awareness of audience expectations possible bias when writing informational or persuasive text.
     viii. Demonstrate awareness of *own* possible bias when writing informational or persuasive text.
     ix. Revise ideas and structure to improve depth of argument/information and logic of organization; identify persuasive elements in a peer's writing and critique the effectiveness.
     x. Explain and imitate effective persuasive writing used by writers who are trying to persuade an audience.
 b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
     i. 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 when useful to aiding comprehension.
	Inquiry Questions:
	 1. How is word selection important to a piece of writing?
	 2. How do writers organize their thinking to include the audience they are addressing? How do writers convey precise messages to audiences?
	 3. How does a writer gather information to create informative/explanatory pieces of writing?
	 4. How do writers monitor their work to include information that is relevant to the topic?
	 5. Why must opinion pieces include the writer's point of view and logically ordered reasons supported by facts and details?
	 6. How can various tools help a writer revise and edit written work?
	
	 Relevance and Application:
	 1. Before a project is turned in to a supervisor, people work with a co-worker to edit and revise their work.
	 2. Successful revision includes rereading, reflecting, rethinking, and rewriting.
	 3. Choosing the right words to communicate thoughts helps deliver a clear message.
	 4. Working together, a written piece can reflect valued points of view and motivate others.
	
	 Nature of Discipline:
	 1. Writers understand that compositions may be used to convey ideas, evoke emotion, persuade, or entertain.
	 2. Creative and colorful writing persuades and influences events.
	 3. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies

ii.   Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    iii. Use appropriate transitions to clarify the relationships among ideas and concepts.
    iv. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    v.   Establish and maintain a formal style.
    vi. Provide a concluding statement or section that follows from the information or explanation presented.
c. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
d. Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs.
e. Write to analyze and explain procedures, processes, and informational texts (e.g. steps in a scientific investigation, how a bill becomes a law).	

Content Area: English Language Arts - 6th Grade

Standard: 3. Writing and Composition

Valwood Graduates:
> Apply standard English conventions to effectively communicate with written language.

GRADE LEVEL EXPECTATION
Concepts and skills students master:
3. Use the recursive process of writing, including revising and editing for clarity and grammar and conventions use, to produce well-written documents for specific purposes and audiences.

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
Production and Distribution of Writing:
a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
b. 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.
c. Employ a range of planning strategies to generate descriptive and sensory details and informational organization (webbing, free writing, and graphic organizers).
d. Analyze writing to improve clarity of paragraphs, transitions, vocabulary and information to enhance the central idea.
e. 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.
Conventions of Standard English:
f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   i. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
   ii. Use intensive pronouns (e.g., myself, ourselves).
   iii. Recognize and correct inappropriate shifts in pronoun number and person.
   iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
   vi. Identify fragments and run-ons and revise sentences to eliminate them
   vii. Use coordinating conjunctions in compound sentences
   viii. Maintain consistent verb tense within paragraph.
	Inquiry Questions:
	1. If piece of writing has many errors or is difficult to read, what are readers' thoughts about that piece?
	2. How do writers prepare their writing for different audiences?
	3. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?
	4. How can writers create strong sentence fluency in their work?
	5. What is the purpose of applying appropriate conventions of standard English?
	6. How can use of spelling rules and patterns improve written communication?
	
	Relevance and Application:
	1. Written language differs from spoken language in terms of vocabulary, structure, and context.
	2. Learning to edit writing is important because it demonstrates the work to others who may be reading it (Locate examples of public places where there is poor grammar or poor spelling. Write a letter to a local business asking for support for a class project. Use electronic resources to edit and revise your project.)
	
	Nature of Discipline:
	1. Writers pay attention to the way sentences start, which creates more sentence fluency in their writing.

ix.   Choose adverbs to describe verbs, adjectives, and other adverbs.
g. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    i.   Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
    ii.   Spell correctly.
Knowledge of Language:
h. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    i.   Vary sentence patterns for meaning, reader/listener interest, and style.
    ii.   Maintain consistency in style and tone.
Range of Writing:
i. 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.	

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in postsecondary and workforce settings. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work. Below and on the next page are the Valwood's Graduate Competencies.

WRITING

Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
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 tasks, purposes, and audiences.

LANGUAGE Anchor Standards Connected to Research and Reasoning

Conventions of Standard English

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

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Research and Reasoning standard:

➢ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

➢ Articulate the position of self and others using experiential and material logic

➢ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

➢ Use primary, secondary, and tertiary written sources to generate and answer research questions

➢ Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

➢ Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

➢ Exercise ethical conduct when writing, researching, and documenting sources

Content Area: English Language Arts - 6th Grade

Content Area: English Language Arts - 6th Grade

Standard: 4. Research and Reasoning

Valwood Graduates:
> Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions.

GRADE LEVEL EXPECTATION

Concepts and skills students master:
1. Conducts and shares research by synthesizing information from multiple sources.

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
Research to Build and Present Knowledge:
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
b. 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.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.
    i. 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").
    ii. 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").
d. Prepare presentation of research findings (written, oral, or a visual product) for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics.
e. Identify a topic for research, develop the central idea or focus and potential research question(s), and locate appropriate resources.
f. Locate specific information within resources using indexes, tables of contents, electronic search features, key words, etc.
g. Use a range of print and non-print sources (atlases, data bases, reference materials, online and electronic resources, interviews, and direct observation) to locate information to answer research questions.
	Inquiry Questions:
	1. How do writers summarize and synthesize information to reflect their ideas on a subject?
	2. How do writers organize information so they can reflect on the data gathered?
	3. How do people decide on and use credible, relevant, appropriate, accurate, and valid information?
	4. How do writers determine what they want the audience to know?
	5. How can writers ensure they gather valid information for research?
	6. Group Research: How will you plan to divide/organize the tasks between your group members or for yourself in order to meet the deadline(s)? How will you hold yourself and others accountable for sharing the work load of group/team projects?
	
	Relevance and Application:
	1. Using organizational strategies allows researchers to conduct quality research.
	2. Completing a research project in a group enables multiple perspectives.
	3. Being able to compromise and negotiate are important life skills.
	4. Selecting the best methods for research will save time and help students become more proficient in writing and presentations.
	
	Nature of Discipline:
	1. Researchers make sure research projects are organized in a cohesive manner.
	2. Working as an individual, small group or large group requires intellectual autonomy, intellectual integrity, intellectual humility, and so forth.

h. Follow established criteria for evaluating accuracy, validity, and usefulness of information. i. Select and organize information, evidence, details, or quotations that support the central idea or focus.	3. Researchers must choose the right kind of question at issue or a purpose worth researching to conduct quality work. 4. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies

Content Area: English Language Arts - 6th Grade

Standard: 4. Research and Reasoning

Valwood Graduates:
  ➢ Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration.

GRADE LEVEL EXPECTATION

Concepts and skills students master:
  2. Recognize the implications of bias and assumptions in research.

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Determine strengths and weaknesses of own and others' thinking by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, and logic. b. Identify the natural tendency in humans to use stereotypes, prejudices, biases, and distortions. c. Identify and articulate own assumptions and assumptions of others that underlie inferences being made and assess those assumptions for justifiability.	**Inquiry Questions:** 1. How do assumptions shape people's thinking? 2. How do biases interfere with critical thinking? 3. When is an assumption helpful/hurtful? 4. How do people explain the implications and concepts used by themselves and others, including authors? 5. Did the author consider various points of view open-mindedly? 6. How do people monitor their thinking for clarity and careful reasoning?
	Relevance and Application: 1. When reading, personal assumptions affect how a reader understands and interprets the text. 2. Helping ourselves be aware of biases will assist us in becoming productive, open-minded citizens. 3. Historians shift their perspectives (different from their own) to analyze a situation. 4. Good architects question their own thinking or actions to avoid making unsupported inferences or conclusions about the properties of new building materials.
	Nature of Discipline: 1. Researchers know the quality of thinking impacts their lives and the lives of others. 2. Researchers know that assessing their assumptions is important as they make daily decisions. 3. All reasoning is based on assumptions. 4. For thinking to improve, it is necessary to ask critical questions. 5. Assessing their assumptions is important as people make daily decisions.