



Reporting Scales and Pacing Guidance

Sixth Grade ELA

2020-2021

SHERIDAN, ELIZABETH

<http://secondaryliteracy.dmschools.org/>
<https://curriculum.eleducation.org/>

Domains of Literacy and Reporting Topics:



Reading

- Key Ideas & Details
- Craft & Structure of Text
- Integration of Knowledge & Ideas



Writing

- Writing Arguments
- Informative Writing
- Narrative Writing



Speaking & Listening

- Collaboration
- Presentation



Language

- Conventions
- Vocabulary

There are 10 topics that will be reported out each semester, representing the 4 domains of Literacy.

Standards-Referenced Grading

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student's learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of grade level learning goals through multiple and varying points of data
- Provide opportunities for feedback between student, teacher, and stakeholders.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Each Topic in ELA is comprised of multiple Anchor Standards. Grade level success for each is indicated by the success criteria that follow. As fiction and non-fiction support the same Anchor standard, they are not reported separately but success criteria noted by a square bullet directly relate to non-fiction texts.

The Anatomy of the Scales

Craft and Structure (7 th)	
The second strand of reading standards emphasizes students' ability analyze how texts are made to serve a function or achieve a purpose. Students examine the choices the author makes in words and sentence and paragraph structure and how these choices contribute to the meaning of the text and the author's larger purpose.	
Assessment Calendar	<p>LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i></p> <p>A. Reading 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.</p> <ul style="list-style-type: none"> ➢ Identify words or phrases that contribute to the meaning of the text (e. g. rhymes, poetic devices, or specific technical terms) ➢ Identify words that have different figurative or connotative meanings ➢ Analyze how the author's choice of words affects the meaning and tone of the text <p>B. Reading 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 to the whole.</p> <ul style="list-style-type: none"> ➢ Identify the form or structure (e. g., a soliloquy, a play) ➢ Analyze how the specific form or structure contributes to the meaning and tone of the text <ul style="list-style-type: none"> ▪ Identify the organizational approach (e. g., chapters, scenes, or acts) ▪ Analyze how the specific organization contributes to the meaning and tone of the text <p>C. Reading 6: Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> ➢ Determine the point of view of the narrator or subject of a text ➢ Identify what techniques or devices the author uses to develop the point of view of the speaker or narrator ➢ Compare and contrast how the author develops the points of view of different characters in a text ➢ Analyze how the author distinguishes their position from others
	<p>CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>CCSS.ELA-LITERACY.RI.7.5 Analyze how an author uses structure to organize a text, including how the different parts contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-LITERACY.RI.7.6 Analyze how an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>
	<p>CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>CCSS.ELA-LITERACY.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>

The Topic and description indicate the larger intended outcomes and purpose behind a group of standards. These are derived from the common core

Bodies of evidence will be recorded in service of the Anchor Standards from Common Core. These are the larger CCR goals K-12 and do not change.

➢ Success criteria represent the grade level expectations that support each Anchor Standard and are derived directly from the grade level standards

- If a square bullet is present, it indicates a different skill required for Non-fiction

Bolded elements represent a new addition in complexity or skill from the year prior.

Grade level standards that support each topic are included in their entirety for clarification.

Assessment & Reporting Map

All standards are addressed but only formally assessed Topics will be reported during the following units. ***Module 2 has been removed for the 2020-2021 School year on the guidance of EL.**

Topic	Module 1 Greek Mythology	Module 2 Critical Problems & Design Solutions	Module 3 American Indian Boarding Schools	Module 4 Remarkable Accomplishments in Space Science
Key Ideas & Details RI/RL 1, 2, 3	✓ LTa, LTb, LTc	✓	✓ LTa, LTb, LTc	Report only if needed to show mastery <u>LTa</u>
Craft & Structure RI/RL 4, 5, 6	✓ LTa, LTb, LTc	✓	✓ LTa, LTb, LTc	Report only if needed to show mastery LTa, LTc
Integration of Knowledge RI/RL 7, 8, 9	Record evidence but no TS LTa, LTc		✓ LTa	✓ <u>LTb, LTc</u>
Writing Arguments W 1, 5, 6, 8, 9			✓ LTa, LTb	✓ LTa, LTb
Informative Writing W 2, 4, 5, 6, 7, 8, 9,	✓ LTa, LTb	✓		
Narrative Writing W 3, 4, 5, 6, 8, 9,	✓ LTa, LTb			
Collaboration SL 1, 2, 3	Record evidence but no TS <u>LTa</u>	✓		✓ LTb
Presentation SL 4, 5, 6,			✓ LTc	✓ LTa, LTb, LTc
Conventions L 1, 2,		✓	Record evidence but no TS LTa	✓ LTb
Vocabulary L 4, 5, 6	✓ LTa, LTb, LTc	✓	✓ LTb, LTc	✓ LTc

Key Ideas & Details (6th)

The first strand of reading standards emphasizes students' ability to identify key ideas and themes in a text, whether literary or information. The focus here is on reading to understand... The premise is that students cannot delve into the deeper (implicit) meaning of any text if they cannot first grasp the surface (explicit) meaning of that text. Readers must learn to see how ideas and themes, or the story's characters and events, develop and evolve over the course of a text. (*The Common Core Companion*, Jim Burke)

<p>Assessment Calendar</p> <p>MIU1mid MIU1end MIU2mid MIU3mid M3U1end M3U2mid M3U3mid (if needed) M4U1mid (if needed) M4U1end (if needed)</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <p><i>Students demonstrate they have the ability to:</i></p>
	<p>A. Reading 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.</p>
	<ul style="list-style-type: none"> ➤ Identify what happens or is said in the text ➤ Identify a piece of evidence that supports your inference about the explicit meaning of the text
<p>MIU3mid M3U2mid</p>	<p>B. Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
	<ul style="list-style-type: none"> ➤ Determine central idea or themes developed in the text ➤ Identify specific details the author uses to convey these ideas or themes ➤ Summarize the facts of the text
<p>MIU1end M3U1end M3U2mid M3U3mid (if needed)</p>	<p>C. Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
	<ul style="list-style-type: none"> ➤ Identify key moments, characters, or ideas in the story ➤ Analyze how the author introduces or develops these ideas, events, or people. ➤ Explain how events in the text are organized

<p>CCSS.ELA-LITERACY.RI.6.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.2</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RI.6.3</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>CCSS.ELA-LITERACY.RL.6.1</p> <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.6.2</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RL.6.3</p> <p>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.</p>
---	--

Craft and Structure (6th)

The second strand of reading standards emphasizes students' ability analyze how texts are made to serve a function or achieve a purpose. Students examine the choices the author makes in words and sentence and paragraph structure and how these choices contribute to the meaning of the text and the author's larger purpose.

<p>Assessment Calendar</p> <p>MIU1mid MIU2mid M3U1mid M4U1mid</p>	<p>LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i></p> <p>A. Reading 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.</p> <ul style="list-style-type: none"> ➤ Identify words or phrases that contribute to the meaning of the text ➤ Identify words that have different figurative or connotative meanings ➤ Analyze how the author's choice of words affects the meaning and tone of the text
<p>MIU2mid M3U1end</p>	<p>B. Reading 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.</p> <ul style="list-style-type: none"> ➤ Identify key components (e. g., sentences, paragraphs, chapters, scenes, stanzas) that contribute to the development of theme, setting, or plot ➤ Analyze how specific components affect the development of theme, setting, or plot
<p>MIU1mid M3U1mid M3U1end M3U2mid M3U3end M4U1mid</p>	<p>C. Reading 6: Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> ➤ Determine the point of view of the narrator or subject of a text ➤ Identify what techniques or devices the author uses to develop the point of view of the speaker or narrator ➤ Explain why the author would tell the story from this perspective ➤ Explain how the techniques or devices the author uses develop the point of view
<p style="text-align: center;">CCSS.ELA-LITERACY.RI.6.4</p> <p style="text-align: center;">Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.RI.6.5</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.RI.6.6</p> <p style="text-align: center;">Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p style="text-align: center;">CCSS.ELA-LITERACY.RL.6.4</p> <p style="text-align: center;">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</p> <p style="text-align: center;">CCSS.ELA-LITERACY.RL.6.5</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.RL.6.6</p> <p style="text-align: center;">Explain how an author develops the point of view of the narrator or speaker in a text.</p>

Integration of Knowledge and Ideas (6th)

The third strand can be summed up as reading to extend or deepen one's knowledge of a subject by comparing what a range of sources have said about it over time and across different media. They emphasize the ability to read arguments, how to identify the claims a text makes and evaluate the evidence used to support those claims.

<p>Assessment Calendar</p> <p>M3U1mid</p>	<p>LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i></p> <p>A. Reading 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> ➤ Identify similarities and differences between the reading of a poem, play, or story to listening to or watching a recorded or live performance ➤ Analyze how the medium or format a reader experiences the text affects their understanding of it <ul style="list-style-type: none"> ▪ Identify the subject of a text ▪ Identify information from visible formats (e. g., table, images, graph, diagram, flowchart) ▪ Explain how the information presented in visible formats helps the reader draw conclusions
<p>M4U1end M4U2mid</p>	<p>B. Reading 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.</p> <ul style="list-style-type: none"> ▪ Identify a claim ▪ Examine how a claim develops from beginning to end ▪ Identify the reasons and evidence presented to support the claim ▪ Evaluate the quality and degree to which the evidence supports the claim
<p>M4U2end</p>	<p>C. Reading 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.</p> <ul style="list-style-type: none"> ➤ Identify a similar theme or topic in multiple texts from different genres (e. g., stories and poems, historical and fantasy stories, memoir and historian's account) ➤ Analyze how the treatment of the subject differs in the two different accounts

CCSS.ELA-LITERACY.RI.6.7
 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.

CCSS.ELA-LITERACY.RI.6.8
 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.

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.6.8
 (RL.6.8 not applicable to literature)

CCSS.ELA-LITERACY.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.

Writing Arguments (6th)

Argument is essential to success in college and career and develops the critical faculties needed in the adult world. Crafting arguments requires students to analyze texts or topics and determine which evidence best supports their arguments. Students write in this format to change minds, hearts, and actions. Throughout the writing process, students must also navigate knowing their audience and adjusting their style and format to achieve a purpose and develop focus.

<p>Assessment Calendar</p> <p>M3U3mid M4U2mid M4U3mid</p>	<p>LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i></p> <p>A. Writing 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ➤ Introduce claim(s) and organize the reasons and evidence clearly. ➤ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ➤ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. ➤ Establish and maintain a formal style. ➤ Provide a concluding statement or section that follows from the argument presented. ➤ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5) ➤ Demonstrate command of keyboarding skills to type multi-page papers (W.6.6)
<p>M3U3mid M4U3mid</p>	<p>B. Writing 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.</p> <ul style="list-style-type: none"> ➤ Gather relevant information from multiple print and digital sources ➤ Assess the credibility of each source ➤ Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ➤ Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.4

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

CCSS.ELA-LITERACY.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 here.)

CCSS.ELA-LITERACY.W.6.6

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.

CCSS.ELA-LITERACY.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.

Informative Writing (6th)

Informational/explanatory writing conveys ideas, events, and findings by choosing and explaining the behavior, meaning, or importance of key details. Students write in this format to extend reader's knowledge or acceptance of ideas and procedures. Throughout the writing process, students must also navigate knowing their audience and adjusting their style and format to achieve a purpose and develop focus.

<p>Assessment Calendar</p> <p>MIU2end</p>	<p>LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i></p>
	<p>A. Writing 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.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ➤ Use appropriate transitions to clarify the relationships among ideas and concepts. ➤ Use precise language and domain-specific vocabulary to inform about or explain the topic. ➤ Establish and maintain a formal style. ➤ Provide a concluding statement or section that follows from the information or explanation presented. ➤ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5) ➤ Demonstrate command of keyboarding skills to type multi-page papers (W.6.6)
<p>MIU2end</p>	<p>B. Writing 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.</p> <ul style="list-style-type: none"> ➤ Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7) ➤ Gather relevant information from multiple print and digital sources ➤ Assess the credibility of each source ➤ Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ➤ Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)
<p style="text-align: center;">CCSS.ELA-LITERACY.W.6.2</p> <p style="text-align: center;">Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.W.6.5</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.W.6.6</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.W.6.7</p> <p style="text-align: center;">Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.W.6.8</p> <p style="text-align: center;">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.</p>	

Narrative Writing (6th)

Narrative writing includes not just stories but accounts of historical events and lab procedures. Students write in this format to inform, inspire, persuade, or entertain. Throughout the writing process, students must also navigate knowing their audience and adjusting their style and format to achieve a purpose and develop focus.

<p>Assessment Calendar</p> <p>MIU3end</p>	<p>LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i></p> <p>A. Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ➤ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ➤ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ➤ Provide a conclusion that follows from the narrated experiences or events. ➤ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5) ➤ Demonstrate command of keyboarding skills to type multi-page papers (W.6.6)
<p>MIU3end</p>	<p>B. Writing 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.</p> <ul style="list-style-type: none"> ➤ Gather relevant information from multiple print and digital sources ➤ Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. ➤ Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)
<p>CCSS.ELA-LITERACY.W.6.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.5</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.6</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.6.8</p> <p>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.</p>	

Collaboration (6th)

Discussion in one form or another is a vital component of active participation in society. To ensure students contribute substance, they are expected to read, write, or investigate as directed so they come to class ready to engage in the discussion of that topic or text with peers or the whole class. Listening and responding in a variety of settings prepares students to negotiate their thinking with that of others and draw their own conclusions.

<p>Assessment Calendar</p> <p>MIU1end</p>	<p>LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i></p> <p>A. Speaking & Listening 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.</p> <ul style="list-style-type: none"> ➤ 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. ➤ Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. ➤ Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. ➤ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<p>M4U3end</p>	<p>B. Speaking & Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> ➤ Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) ➤ Explain how information contributes to a topic, text, or issue under study.
	<p>C. Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <ul style="list-style-type: none"> ➤ Delineate a speaker's argument and specific claims, ➤ Distinguish claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation (6th)

Presentations are a great way to have students practice all domains of literacy (speaking, reading, writing and listening) to support deeper learning of material and enhance acquisition of academic vocabulary. They help build confidence and require skills that most people will need in any college or career track. It is also an opportunity to challenge and expand on their understanding of the topic by having others ask questions and negotiate learning with others.

Assessment Calendar M4U3end	LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i>
	A. Speaking & Listening 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.
	<ul style="list-style-type: none"> ➤ 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.
M4U3end	B. Speaking & Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	<ul style="list-style-type: none"> ➤ Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
M3U3end M4U3end	C. Speaking & Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	<ul style="list-style-type: none"> ➤ Adapt speech to a variety of contexts and tasks ➤ Demonstrate a command of formal English when indicated or appropriate.
<p style="text-align: center;">CCSS.ELA-LITERACY.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.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	

Conventions (6th)

Students should know and use the proper forms of English – spelling, grammar, usage, and conventions – when speaking or writing for public purposes or audience such as at work or at school.

<p>Assessment Calendar</p> <p>M3U1end M3U2end</p>	<p>LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i></p>	
	<p>A. Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
	<ul style="list-style-type: none"> ➤ Explain the function of phrases and clauses in general and their function in specific sentences. ➤ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ➤ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	
<p>M4U3mid</p>	<p>B. Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
	<ul style="list-style-type: none"> ➤ Determine the need for punctuation or conjunctions to join simple clauses ➤ Delete commas that create basic sense problems (e.g., between verb and direct object) 	
	<p style="text-align: center;">CCSS.ELA-LITERACY.L.6.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	<p style="text-align: center;">CCSS.ELA-LITERACY.L.6.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). B. Spell correctly.

Vocabulary Acquisition & Use (6th)

Vocabulary is instrumental in the success of the other educational domains of reading, writing, and speaking/listening. Students must be able to navigate words that are unknown or may have possible meanings, explore different usages in context, and learn to work with domain specific words or phrases they will encounter throughout the world.

Assessment Calendar MIU1mid MIU2mid MIU3mid	LEVEL 3 LEARNING GOAL: (AT) <i>Students demonstrate they have the ability to:</i>
MIU1mid M3U1mid	<div style="border: 1px solid black; padding: 5px; background-color: #e1eef6;"> A. Language 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. </div> <ul style="list-style-type: none"> ➤ Use context as a clue to the meaning of a word or phrase ➤ Use common Greek or Latin affixes and roots as clues to the meaning of a word
MIU1mid M3U3mid M4U1mid M4U3mid M4U3end	<div style="border: 1px solid black; padding: 5px; background-color: #e1eef6;"> B. Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. </div> <ul style="list-style-type: none"> ➤ Determine figurative, connotative, and technical meanings of words ➤ Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
MIU1mid M3U3mid M4U1mid M4U3mid M4U3end	<div style="border: 1px solid black; padding: 5px; background-color: #e1eef6;"> C. Language 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. </div> <ul style="list-style-type: none"> ➤ Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking

CCSS.ELA-LITERACY.L.6.4

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.

CCSS.ELA-LITERACY.L.6.5

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

CCSS.ELA-LITERACY.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.