



Reporting Topics, Scales and Pacing Guide

Sixth Grade ELA

2021-2022

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



Writing

- Writing Arguments
- Informative Writing
- Narrative Writing



Speaking & Listening

- Collaboration
- Presentation



Language

- Conventions
- Vocabulary

<p>KEY IDEAS & DETAILS - 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.</p> <p style="text-align: right;"><i>RI.1, RI.2, RI.3, RL.1, RL.2, RL.3</i></p>	<p>WRITING ARGUMENTS - 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 they style and format to achieve a purpose and develop focus.</p> <p style="text-align: right;"><i>W.1, W.5, W.6, W.8, W.9</i></p>
<p>CRAFT & STRUCTURE - 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> <p style="text-align: right;"><i>RI.4, RI.5, RI.6, RL.4, RL.5, RL.6</i></p>	<p>INFORMATIVE WRITING - 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 they style and format to achieve a purpose and develop focus.</p> <p style="text-align: right;"><i>W.2, W.5, W.6, W.8, W.9</i></p>
<p>INTEGRATION OF KNOWLEDGE - 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> <p style="text-align: right;"><i>RI.7, RI.8, RI.9, RL.7, RL.8, RL.9</i></p>	<p>NARRATIVE WRITING - 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 they style and format to achieve a purpose and develop focus.</p> <p style="text-align: right;"><i>W.3, W.5, W.6, W.8, W.9</i></p>
<p>COLLABORATION - 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> <p style="text-align: right;"><i>SL.1, SL.2, SL.3</i></p>	<p>CONVENTIONS - Students should know and use the academic 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> <p style="text-align: right;"><i>L.1, L.2</i></p>
<p>PRESENTATION - 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.</p> <p style="text-align: right;"><i>SL.4, SL.5, SL.6</i></p>	<p>VOCABULARY - 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.</p> <p style="text-align: right;"><i>L.4, L.5, L.6</i></p>

The Anatomy of the Scales

Only learning targets that are assessed during that Module will appear on the scale. Use only the included learning targets to assess student's progress. (example, this scale is missing A. Reading 7 because it is not assessed in the current Module)

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

Integration of Knowledge and Ideas (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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.

- 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.**

Bolded elements represent a new addition in complexity or skill from the year prior and should be the focus of new instruction.

C. Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge about the subject and analyze how each text treats the subject.

- 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

- 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 to assess Non-fiction

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.

What To Put In Infinite Campus:

While Infinite Campus will continue to house our formal grades, we must balance the amount of information housed there and carefully consider the audience we are aiming to communicate with. By streamlining what is housed in IC, it is easier for parents to understand current general progress. Information at the standard or success criteria level is intended to inform instructional moves and can become overly confusing to many stakeholders. Carefully consider what feedback tools are embedded in the curriculum to communicate specific feedback to students while keeping Infinite Campus high level.

Place one entry under each topic identified for historical record per assessment and continually update the Topic Score. Specific feedback regarding learning targets or success criteria students should be housed using the tracking sheets, rubrics, Canvas communication or alternative methods. Not all questions or standards included on each assessment will receive a reported “grade” depending on the types of questions used to assess.

Separating questions by Learning Target is encouraged for teacher monitoring of student progress. Information is provided to support either Grading Practice Option 2 or Option 3, as directed by your building administrator. For more information on [DMPS Grading Practices](#), please review Grading Practice 3 beginning on page 13.

Additional Evidence Collection:

The EL curriculum is ripe with opportunities for students to demonstrate learning. While the 7 Module Assessments should carry the most weight in determining a student’s current progress, additional bodies of evidence may be captured. Evidence must be an activity or assignment that is part of the EL curriculum, completed independently by the student, keeping in mind the level of scaffolding that was incorporated as part of the lesson. This is particularly true to support early reporting around mid-unit 1 assessments where selected response may not provide a full and accurate picture of student progress.

Additional evidence should be minimal, intentional, and determined by the PLC.

Performance Assessments:

The EL performance assessments are fantastic ways to create a public display of learning at the end of each module. Each PLC has the power to adapt these projects to best fit the school community, current resources, and student input. The standards addressed cannot change but aspects of how students demonstrate learning can.

Example: The webpage created in Module 1 can easily be transformed into a different presentation mode depending on equipment, skill in web design etc.

Assessment & Reporting Map

Evidence can be captured for any topic at any time. Only designated topics should receive a Topic Score.

Topic	Module 1 Greek Mythology	Module 2 Critical Problems & Design Solutions	Module 3 American Indian Boarding Schools	Module 4 Remarkable Accomplishments in Space Science
Reading				
Key Ideas & Details RI/RL 1, 2, 3	✓	✓	✓	✓
Craft & Structure RI/RL 4, 5, 6	✓	✓	✓	✓
Integration of Knowledge RI/RL 7, 8, 9			✓	✓
Writing				
Writing Arguments W 1, 5, 6, 8, 9			✓	✓
Informative Writing W 2, 4, 5, 6, 7, 8, 9,	✓	✓		
Narrative Writing W 3, 4, 5, 6, 8, 9,	✓			✓
Speaking & Listening				
Collaboration SL 1, 2, 3		✓		✓
Presentation SL 4, 5, 6,	✓	✓	✓	✓
Language				
Conventions L 1, 2,		✓		✓
Vocabulary L 4, 5, 6	✓	✓	✓	

Module I

August 25-October 27

Greek Mythology

Why do Greek myths continue to be relevant and popular today? In this module, students meet figures from ancient Greek mythology who are placed in a contemporary setting and evaluate how stories from a different time and place continue to resonate.

Reported Topics:

- Key Ideas & Details
- Craft & Structure
- Informative Writing
- Narrative Writing
- Presentation
- Vocabulary

Pacing Guidance

Unit 1

August 25 – September 17

Unit 2

September 20 – October 8

Unit 3

October 11 – October 27

Grade 6: M1U1Mid-Unit Assessment

Title: Analyze Language and Point of View: The Lightning Thief, Chapter 9

Format: Selected and constructed response

IC Entry: M1U1Mid (Module 1, Unit 1, Mid-Unit Assessment)

Question	Standard	Question	Standard
1	L5, RL4	5a	L4
2	L4, L6, RL4	5b	RL4
3	L4, L6	6	RI4, L5
4a	RL1, RL4	7a	RI1, RL6
4b	RL4	7b	RL6
		7c	RL1

Key Ideas & Details	Craft & Structure	Vocabulary
LTa Questions to inform score: 4a, 7a, 7c	LTa Questions to inform score: 1, 2, 4a, 4b, LTc Questions to inform score: 7a, 7b	LTa Questions to inform score: 2, 3, 5a, LTb Questions to inform score: 1, 6 LTc Questions to inform score: 2, 3, 7b

Grade 6: M1U1End Assessment

Title: Text-Based Discussion: The Lightning Thief, Chapters 1–12

Format: Text-based discussion

IC Entry: M1U1End (Module 1, Unit 1, End-Unit Assessment)

Question	Standard
Discussion	RL1, RL3

Key Ideas & Details

LTa
LTc

Grade 6: M1U2Mid-Unit Assessment

Title: Compare and Contrast Themes in Literature

Format: Selected and constructed response

IC Entry: M1U2Mid (Module 1, Unit 2, Mid-Unit Assessment)

Question	Standard	Question	Standard
1	RL4, L4a	5	RL1, RL2
2a	RL4, L4b	6	RL2
2b	RL4, L4b	7	RL1, RL2
2c	RL4, L4b	8	RL1, RL2, RL9
2d	RL4, L4c, L4d		
3	RL2		
4	RL1, RL2		

Key Ideas & Details	Craft & Structure	Vocabulary
LTa Questions to inform score: 4, 5, 7, 8	LTa Questions to inform score: 1, 2, 3, 4 LTb Questions to inform score: 4, 5, 6, 7, 8	LTa Questions to inform score: 1, 2, 3, 4, 5

Grade 6: M1U2End Assessment

Title: Compare and Contrast Essay

Format: Informative essay

IC Entry: M1U2End (Module 1, Unit 2, End-Unit Assessment)

Question	Standard
Compare/Contrast Essay	W2, RL7

Informative Writing

LTa
LTb

Grade 6: M1U3Mid-Unit Assessment

Title: “Helios”

Format: Selected and constructed response

IC Entry: M1U3Mid (Module 1, Unit 2, Mid-Unit Assessment)

Question	Standard
1	L4a, L6
2	L4c, L4d, L6
3	RI4, L4a
4a	RI2
4b	RI1, RI2
5	RI1, RI2, W10

Key Ideas & Details	Vocabulary
LTa Questions to inform score: 4b, 5	LTa Questions to inform score: 1, 2, 3
LTb Questions to inform score: 4a, 4b, 5	LTc Questions to inform score: 1, 2

Grade 6: M1U3End Assessment

Title: Write a Narrative

Format: Narrative essay

IC Entry: M1U3End (Module 1, Unit 2, End-Unit Assessment)

Question	Standard
Narrative Essay	W3, W6, W10

Narrative Writing
LTa
LTb

Grade 6: M1 Performance Task

Title: Revised Scene of *The Lightning Thief*

Format: multimedia presentation to a live audience

IC Entry: M1PA (Module 1 Performance Assessment)

Question	Standard
Multimedia presentation	SL.6.4, SL.6.5, SL.6.6

Presentation
LTa
LTb
LTc

Key Ideas & Details (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (RL/RI.6.1)

- 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

B. Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL/RI.6.2)

- 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

C. Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RL/RI.6.3)

- 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

Craft and Structure (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (RL/RI.6.4)

- 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**

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. (RL/RI.6.5)

- 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**

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text. (RL/RI.6.6)

- 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**

Informative Writing (6th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

- 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.
- 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)
- 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.
- 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)

Vocabulary (6th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

- 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.
- 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
- B. Language 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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.
- Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking

Narrative Writing (6th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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

- **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)

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.

- 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)

Presentation (6th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (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.

B. Speaking & Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.6.5)

- Include multimedia components (e.g., graphics, **images, music, sound**) and visual displays in presentations to clarify information.

C. Speaking & Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

- Adapt speech to a variety of contexts and tasks
- Demonstrate a command of formal English when indicated or appropriate.

Module 2

November 3 – January 14

Critical Problems and Design Solution

Students read the true story of William Kamkwamba in *The Boy Who Harnessed the Wind* and about how he used design thinking to confront the devastating effects of famine on his country, Malawi.

Reported Topics:

- Key Ideas & Details
- Craft & Structure
- Informative Writing
- Collaboration
- Presentation
- Conventions
- Vocabulary

Pacing Guidance

Unit 1

November 3 – November 23

Unit 2

November 29 – December 21

Unit 3

January 3 – January 14

Grade 6: M2U1Mid-Unit Assessment

Title: Analyze Central Idea and Development of an Individual: *The Boy Who Harnessed the Wind*, Chapter 4

Format: Selected and constructed response

IC Entry: M1U1Mid (Module 2, Unit 1, Mid-Unit Assessment)

Question	Standard	Question	Standard
1	RI1, RI5, L4	5a	RI3
2	RI1, RI4, L4	5b	RI1
3a	RI2	6a	RI3
3b	RI1	6b	RI1
4	RI3		

Key Ideas & Details	Vocabulary
LTa Questions to inform score: 1, 2, 3b, 5b, 6b	LTa Questions to inform score: 1, 2
LTc Questions to inform score: 4, 5a, 6a	

Grade 6: M2U1End Assessment

Title: Analyze Figurative Language, Central Idea, and Structure: *The Boy Who Harnessed the Wind*, Chapter 8

Format: Selected and constructed response

IC Entry: M2U1End (Module 2, Unit 1, End-Unit Assessment)

Question	Standard	Question	Standard
1	RI4, L5	4	RI3
1b	RI1	5	RI1, RI2, RI3, RI5
2a	RI2	6	RI1, RI2,
2b	RI1		
3a	RI5		
3b	RI5		
3c	RI1, RI2, RI5		

Key Ideas & Details	Craft & Structure
LTa LTb LTc	LTb

Grade 6: M2U2Mid-Unit Assessment

Title: Analyze Figurative Language and Central Idea: “The Hippo Roller”

Format: Selected and constructed response

IC Entry: M2U2Mid (Module 2, Unit 2, Mid-Unit Assessment)

Question	Standard	Question	Standard
1	RI1, RI4, L4	6a	RI5
2	RI4, L4	6b	RI5
3	RI4, L5	6c	RI1, RI2, RI5
4	RI1, RI2	7a	RI3
5a	RI4, L5	7b	RI1, RI2, RI5
5b	RI4, L5	8	RI1, RI2
5c	RI3, RI4, RI5, L5		

Key Ideas & Details	Craft & Structure	Vocabulary
LTa Questions to inform score: 1, 4, 6C, 7B, 8	LTa Questions to inform score: 1, 2, 3, 5a, 5b, 5c	LTa Questions to inform score: 1, 2
LTb Questions to inform score: 4, 6c, 7b, 8	LTb Questions to inform score: 5c, 6a, 6b, 6c, 7b	LTb Questions to inform score: 3, 5a, 5b, 5c

Grade 6: M2U2End Assessment

Title: Research Process

Format: Selected and constructed response

IC Entry: M2U2End (Module 2, Unit 2, End-Unit Assessment)

Question	Standard	Question	Standard
1a	W7	3a	W8
1b	W7	3b	W8
2a	W8	4	W8
2b	W8	5	W8
2c	W8		
2d	W8		

Informative Writing
LTa LTb

Grade 6: M2U3Mid-Unit Assessment

Title: Write a Problem-Solution Essay

Format: Informative essay

IC Entry: M2U3Mid (Module 2, Unit 2, Mid-Unit Assessment)

Question	Standard
Informative essay	RI.6.1, RI.6.7, RI.6.10, W.6.2, W.6.4, W.6.6, W.6.8, W.6.9b, W.6.10, SL.6.2, L.6.6

Informative Writing	Conventions
LTa	LTa
LTb	LTb

Grade 6: M2U3End Assessment

Title: Fishbowl Discussion: Habits of Character to Solve Critical Problems

Format: Collaborative discussion

IC Entry: M2U3End (Module 2, Unit 2, End-Unit Assessment)

Question	Standard
QuickWrite	W10
Fishbowl Discussion	SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL.6.6

Collaboration
LTa
LTb

Grade 6: M2 Performance Task

Title: Solution Symposium

Format: interactive presentation

IC Entry: M2PA (Module 2 Performance Assessment)

Question	Standard
Interactive presentation	RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6

Presentation	Informative Writing
LTa	LTb
LTb	
LTc	

Key Ideas & Details (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (RL/RI.6.1)

- 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

B. Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL/RI.6.2)

- 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

C. Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RL/RI.6.3)

- 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

Craft and Structure (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (RL/RI.6.4)

- 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**

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. (RL/RI.6.5)

- 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**

Informative Writing (6th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

- 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. (W.6.2)
- 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)
- 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. (W.6.8)
- 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)

Collaboration (6th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

- 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. (SL.6.1)
- 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.**
- B. Speaking & Listening 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.6.2)
- **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.

Presentation (6th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

- 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. (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.
- B. Speaking & Listening 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.6.5)
- Include multimedia components (e.g., graphics, **images, music, sound**) and visual displays in presentations to clarify information.
- C. Speaking & Listening 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)
- Adapt speech to a variety of contexts and tasks
 - Demonstrate a command of formal English when indicated or appropriate.

Conventions (6th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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

- 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.*

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

- 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)

Vocabulary (6th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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.

- 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

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

- 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.

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.

- Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking

Module 3

January 20 – April 1

American Indian Boarding Schools

Through their reading of the historical fictional narrative *Two Roads* by Joseph Bruchac and several supplemental primary texts, students uncover an unacknowledged aspect of US history—the forced acculturation of American Indians through boarding schools.

Reported Topics:

Key Ideas & Details

Craft & Structure

Integration of Knowledge

Writing Arguments

Vocabulary

Pacing Guidance

Unit 1

January 20 – February 11

Unit 2

February 16 – March 4

Unit 3

March 7 – April 1

Grade 6: M3U1Mid-Unit Assessment

Title: Analyze Point of View and Integrate Information: “The Cutting of My Long Hair” and Photographs

Format: Selected and constructed response

IC Entry: M3U1Mid (Module 3, Unit 1, Mid-Unit Assessment)

Question	Standard	Question	Standard
1a	RI6	5a	RI4, L5a
1b	RI1, RI6	5b	RI4, RI6, L5a
2a	RI6	5c	RI1
2b	RI1, RI6	6	RI2
3a	RI6	7	RI2, RI7
3b	RI1, RI4, L5		
4	RI4, RI6, L5c		

Craft & Structure	Vocabulary
LTa Questions to inform score: 3b, 4, 5a, 5b	LTb Questions to inform score: 3b, 4, 5a, 5b
LTc Questions to inform score: 1a, 1b, 2a, 2b, 3a, 4, 5b	

Grade 6: M3U1End Assessment

Title: Analyze Point of View, Structure, and Language: *Two Roads*, Ch. 18

Format: Selected and constructed response

IC Entry: M3U1End (Module 3, Unit 1, End-Unit Assessment)

Question	Standard	Question	Standard
1	L1	6a	RL6
2	L1	6b	RL6
3a	RL6	6c	RL1
3b	RL1		
4	RL1, RL3, L1		
5a	RL5		
5b	RL1, RL3, RL5		

Key Ideas & Details	Craft & Structure	Conventions
LTa Questions to inform score:3b, 4, 5b, 6c	LTb Questions to inform score:5a, 5b	LTa Questions to inform score: 1, 2, 4
LTc Questions to inform score:4, 5b	LTc Questions to inform score:6a, 6b	

Grade 6: M3U2Mid-Unit Assessment

Title: Analyze Character, Point of View, and Theme: *Two Roads*, Chapter 27

Format: Selected and constructed response

IC Entry: M3U2Mid Module 3, Unit 2, Mid-Unit Assessment)

Question	Standard
1a	RL3
1b	RL1
2a	RL3
2b	RL3
2c	RL1
2d	RL6
3	RI1, RL2, W10

Key Ideas & Details	Craft & Structure
LTa Questions to inform score:1b, 2c, 3	LTC Questions to inform score:2d
LTb Questions to inform score:3	
LTC Questions to inform score: 1a, 2a, 2b	

Grade 6: M3U2End Assessment

Title: Revise Narrative Writing for Pronoun Use and Sentence Variety

Format: Two options: revise narrative writing for pronoun use and/or selected response and constructed response questions based on passages from *Two Roads*

IC Entry: M3U1End (Module 3, Unit 2, End-Unit Assessment)

Question	Standard
Revise Narrative Writing	L1a, L1c, L1d, L3a, W5

Conventions
LTa

Grade 6: M3U3Mid-Unit Assessment

Title: Write a Literary Argument Essay

Format: Argument essay

IC Entry: M3U3Mid (Module 3, Unit 3, Mid-Unit Assessment)

Question	Standard
Literary Argument Essay	RL1, RL3, W1

Writing Arguments
LTa
LTb

Grade 6: M3U3End Assessment

Title: Rehearse and Refine Performance Task Recording

Format: Audio recording and written reflection

IC Entry: M3U1End (Module 3, Unit 3, End-Unit Assessment)

Question	Standard
Refine Performance Task Recording	RI.6, SL.6

Craft & Structure	Presentation	Vocabulary
LTC Part III	LTC Part I, Part II	LTC Part I, Part II

Grade 6: M3 Performance Task

Title: Voices of American Indian Boarding Schools Audio Museum

Format: audio recording presentation

IC Entry: M3PA (Module 3 Performance Assessment)

Question	Standard
audio recording presentation	W.6.10, SL.6.1d, SL.6.6, L.6.3, L.6.6

Presentation	Collaboration
LTA LTb LTC	LTA

Key Ideas & Details (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (RL/RI.6.1)

- 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

B. Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL/RI.6.2)

- 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

C. Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RL/RI.6.3)

- 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

Craft and Structure (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (RL/RI.6.4)

- 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**

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. (RL/RI.6.5)

- 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**

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text. (RL/RI.6.6)

- 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**

Integration of Knowledge (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (RL/RI6/7)

- 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**
 - 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**

Vocabulary (6th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

B. Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.6.5)

- 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.

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. (L.6.6)

- Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking

Writing Arguments (6th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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

- 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)

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.

- 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)

Presentation (6th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (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.

B. Speaking & Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.6.5)

- Include multimedia components (e.g., graphics, **images, music, sound**) and visual displays in presentations to clarify information.

C. Speaking & Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

- Adapt speech to a variety of contexts and tasks
- Demonstrate a command of formal English when indicated or appropriate.

Module 4

April 4 – June 1

Remarkable Accomplishments in Space Science

Students learn about remarkable accomplishments in space science, specifically the accomplishments and people that may have gone overlooked. *Hidden Figures* by Margot Lee Shetterly tells the story of the “West Computers,” the first black women hired by NASA whose talents helped land human beings on the moon.

Reported Topics:

- Integration of Knowledge
- Writing Arguments
- Collaboration
- Presentation
- Conventions
- Vocabulary

Pacing Guidance

Unit 1
April 4 – April 21

Unit 2
April 26 – May 13

Unit 3
May 16 – June 1

Grade 6: M4U1Mid-Unit Assessment

Title: Analyze Point of View: “An Account of the Moon Landing”

Format: Constructed response

IC Entry: M4U1Mid (Module 4, Unit 1, Mid-Unit Assessment)

Question	Standard
1a	RI6, W10
1b	RI1, RI4
2.a	RI6, W10
2b	RI1, RI4
3a	RI1, RI4, RI6, L5
3b	RI6

Key Ideas & Details	Craft and Structure
LTa Questions to inform score:1b, 2b, 3a	LTa Questions to inform score: 1b, 2b, 3a
	LTc Questions to inform score: 1a, 2a, 3a, 3b

Grade 6: M4U2Mid-Unit Assessment

Title: Analyze Dorothy Vaughan: *Hidden Figures*, Chapter 9

Format: Selected and Constructed response

IC Entry: M4U2Mid (Module 4, Unit 2, Mid-Unit Assessment)

Question	Standard
1a	RI8
1b	RI1, RI3, W1, W10
2a	RI8
2b	RI1, RI3, W1, W10
3a	RI8
3b	RI1, RI3, W1, W10

Key Ideas & Details	Integration of Knowledge	Writing Arguments
LTa Questions to inform score: 1b, 2b, 3b	LTb Questions to inform score: 1a, 2a, 3a	LTa Questions to inform score: 1b, 2b, 3b
LTc Questions to inform score: 1b, 2b, 3b		

Grade 6: M4U1End Assessment

Title: Analyze Argument and POV: “An Argument against the Moon Mission”

Format: Constructed response

IC Entry: M4U1End (Module 4, Unit 1, End-Unit Assessment)

Question	Standard
1	RI1, RI8
2a	RI8
2b	RI1
3a	RI8
3b	RI1
4a	RI6
4b	RI1, RI4

Key Ideas & Details	Integration of Knowledge
LTa Questions to inform score:1, 2b, 3b, 4b	LTb Questions to inform score:1, 2b, 3a

Grade 6: M4U2End Assessment

Title: Compare and Contrast Presentations of Events: *Hidden Figures* and “Katherine Johnson: A Lifetime of STEM”

Format: Selected and Constructed response

IC Entry: M4U2End (Module 4, Unit 2, End-Unit Assessment)

Question	Standard
1	RI1, RI9
2	RI3, RI9
3	RI1, RI6, RI9, W10

Integration of Knowledge
LTc

Grade 6: M4U3Mid-Unit Assessment

Title: Write an Argument Essay

Format: Constructed response

IC Entry: M4U3Mid (Module 4, Unit 3, Mid-Unit Assessment)

Question	Standard
Argument Essay	W1, L2, L6

Writing Arguments	Conventions
LTa LTb	LTb

Grade 6: M4U3End Assessment

Title: Present and Delineate Argument

Format: Constructed response

IC Entry: M4U3End (Module 4, Unit 3, End-Unit Assessment)

Question	Standard
Picture Book Presentation	SL3, SL4, SL5, SL6, L6
Collaborative Discussion	W.10, SL.1

Collaboration	Presentation
LTa	LTa LTb LTc

Grade 6: M4 Performance Task

Title: Hidden Figures in Space Science Picture Book

Format: children's picture book

IC Entry: M4PA (Module 4 Performance Assessment)

Question	Standard
Children's picture book	RI.6.1, W.6.3, W.6.4, W.6.5, W.6.7, W.6.10, SL.6.1, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.3, L.6.6

Writing Narratives	Presentation	Collaboration
LTa LTb	LTa LTb LTc	LTa

Key Ideas & Details (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (RL/RI.6.1)

- 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

B. Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL/RI.6.2)

- 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

C. Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RL/RI.6.3)

- 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

Craft and Structure (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (RL/RI.6.4)

- 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**

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. (RL/RI.6.5)

- 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**

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text. (RL/RI.6.6)

- 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**

Integration of Knowledge (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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.

- 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**

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.

- 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

Writing Arguments (6th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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

- 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)

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.

- 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)

Collaboration (6th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (SL.6.1)

- 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.**

B. Speaking & Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.6.2)

- **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.

Presentation (6th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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. (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.

B. Speaking & Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.6.5)

- Include multimedia components (e.g., graphics, **images, music, sound**) and visual displays in presentations to clarify information.

C. Speaking & Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

- Adapt speech to a variety of contexts and tasks
- Demonstrate a command of formal English when indicated or appropriate.

Conventions (6th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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

- 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.*

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

- 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)

Vocabulary (6th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

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.

- 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

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

- 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.

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.

- Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking