6ᵗʰ English Language Arts

Overview

The DMPS Curriculum Overview provides general information on what students are learning and the context (topic) in which they learn, practice, and are assessed in ELA. This highlights the learning that is most essential for student success; it is our district's guaranteed and viable curriculum.

Focus Standards: Each lesson identifies focus standards, which are the standards in which most of the explicit instruction and opportunities for students to practice are present in each lesson. The DMPS Curriculum Coordinator reviewed each lesson and compiled the focus standards for the unit that would provide enough student evidence to provide a grade. These focus standards, listed on the next page, align with our DMPS gradebook in Infinite Campus.

Curriculum Access: EL Education – Grade 6

Semester 1	Module 1: Greek Mythology *The Lightning Thief*			Module 2: Critical Problems and Design Solutions *The Boy Who Harnessed the Wind*		
84 days 84 lessons	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 1**	**Unit 2**	**Unit 3**
Topic Name	**Topic 1: Greek Mythology**	**Topic 2: Text to Film Comparison**	**Topic 3: Construct New Characters**	**Topic 4: Design Thinking**	**Topic 5: Innovative Designers**	**Topic 6: Problems and Solutions**
# of lessons in each unit	16 lessons	14 lessons	12 lessons	15 lessons	12 lessons	15 lessons
Approximate end dates for the topics	9/15	10/9	10/27	11/21	12/13	1/12
Focus Standards	RL.6.4 RL.6.6 L.6.4 L.6.5 RL.6.3	RI/RL.6.2 RL.6.7 RL.6.9	W.6.3 SL.6.5	RI.6.2 RI.6.3	RI.6.7 W.6.7 W.6.8 L.6.5 RI.6.4 RI.6.5	W.6.2 W.6.7 SL.6.4 SL.6.1

Semester 2	Module 3: American Indian Boarding Schools *Two Roads*			Module 4: Remarkable Accomplishments in Space Science *Hidden Figures*		
82 days 82 lessons	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 1**	**Unit 2**	**Unit 3**
Topic Name	**Topic 7: Analyze Point of View**	**Topic 8: Theme and Motivation**	**Topic 9: Argument and Evidence**	**Topic 10: The Space Race**	**Topic 11: Hidden Figures**	**Topic 12: Space Science**
# of lessons in each unit	15 lessons	13 lessons	13 lessons	8 lessons	16 lessons	17 lessons
Approximate end dates for the topics	2/7	2/28	3/27	4/8	5/2	5/24
Focus Standards	RI.6.6 RL.6.3 L.6.3 RL.6.5	RL.6.3 RL.6.2 L.6.1 L.6.2	W.6.1 W.6.5 SL.6.2 SL.6.6	RI.6.4 RI.6.6 RI.6.8	RI.6.8	W.6.1 SL.6.1 SL.6.3 SL.6.4

Scoring & Grades

Grades are intended to provide students and families with feedback on student learning aligned to the common core standards. Feedback is first given to students as the complete and submit evidence of their learning (tasks and assessments in class) in the form of an ET, AT, PT or NM. Those pieces of evidence are compiled and analyzed to provide feedback to students and families for each learning target throughout the unit.

Grading Designations for Learning Targets:
- ✓ **ET (Exceeds Target)-** The student demonstrates evidence of learning that goes above and beyond (complexity, depth of understanding, etc.) the learning target.
- ✓ **AT (Achieving Target)-** The student demonstrates mastery of the full target. This is shown through evidence of mastery of each success criteria combined in service of the full language of the target.
- ✓ **PT (Progressing Toward Target)-** The student demonstrates mastery of one or more success criteria but has not yet shown mastery of the full target. They need more time and support to reach the target.
- ✓ **NM (Not Meeting Target)-** The student demonstrates evidence related to learning, but the evidence does not yet show mastery of at least one success criteria.
- ✓ **M (Missing)-** There is no evidence to show where the student is at in relation to meeting the learning target.
- ✓

Topic (Unit) Scores: Learning Target scores are analyzed to determine a student's overall score for the topic (unit).

Topic Scores are determined by collecting evidence for each target within the unit. A topic score of less than 3.0 means students have not yet demonstrated proficiency in all targets within the unit.

Evidence shows the student …	Topic Score
Demonstrates proficiency (AT) in all learning targets and success at Level 4	4.0
Demonstrates proficiency (AT) in all learning targets with partial success at Level 4	3.5
Demonstrates proficiency (AT) in **all** learning targets	3.0
Demonstrates proficiency (AT) in **at least half** of the learning targets	2.5
Demonstrates some success criteria (PT) toward **all** learning targets	2.0
Demonstrates some success criteria (PT) towards **some** of the learning targets	1.5
Does not yet meet minimum criteria for the targets.	1.0
Produces no evidence appropriate to the learning targets at any level	0

Module I
The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

Unit 1: Build Background Knowledge: Greek Mythology Common Core Standards	Learning Targets Taught and Assessed ☐ Success criteria: what students must do to demonstrate understanding of the targets.
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text. **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. **L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**LT1A- Analyze how an author introduces and develops the point of view of complex characters in a narrative.** ☐ Describe character's motivations. ☐ Describe the relationships of a complex character to others. ☐ Identify text-evidence to support analysis. **LT1B- Analyze how an author uses language to convey meaning.** ☐ Determine the meaning of unknown words or phrases. ☐ Understand word relationships and how they convey meaning. ☐ Determine the figurative and connotative meaning of words. **LT1C- Analyze how a character changes in response to events.** ☐ Demonstrate an understanding of excerpts of text. ☐ Identify key details and events. ☐ Describe how a character responds to specific events. ☐ Infer how specific events impact a character's development.
Unit 2: Write to Inform: Compare and Contrast Text and Film Common Core Standards	Learning Targets Taught and Assessed Success criteria: what students must do to demonstrate understanding of the targets.
RI/RL.6.2: 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. **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.	**LT2A- Analyze how an author develops a theme over the course of a narrative.** ☐ Identify a theme in a complex text. ☐ Identify key details or events the author uses to emphasize that theme. ☐ Identify text-evidence that supports analysis. **LT2B- Compare and contrast how different authors present similar themes in complex texts of different genres.** ☐ Examine similarities and differences in how themes are introduced, what types of details are emphasized, and their impact on the audience.

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	**LT2C- Compose informative writing comparing how film and text represent the same scene.** ☐ Clearly states a focus and stays focused throughout the piece. ☐ Uses accurate and relevant examples, details, and quotations to explain your thinking. ☐ Groups information logically, in a way that makes your thinking clear to the reader. ☐ Follows rules of writing (spelling, punctuation, and grammar). **LT2D- Construct an objective summary of complex texts.** ☐ Identify and describe key events in a complex text. ☐ Avoid opinion, bias or judgement in writing. ☐ Follows rules of writing (spelling, punctuation, and grammar).
Unit 3: Research to Create a New Character and Write a Narrative **Common Core Standards**	**Learning Targets Taught and Assessed** Success criteria: what students must do to demonstrate understanding of the targets.
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **SL.6.5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**LT3A- Compose a narrative scene that extends a complex story through the point of view of a new character.** ☐ Introduce new characters and setting. ☐ Develop events in a logical sequence. ☐ Pace the narrative with dialogue, description, and transitions to create suspense. ☐ Use precise words and sensory language to convey events. ☐ Follow standard conventions of written English. **LT3B- Present a personal reflection of their learning process.** ☐ Create a presentation that includes multimedia elements. ☐ Speak with clarity as appropriate to the audience and modality. ☐ Use appropriate verbal and physical techniques (eye contact, volume, pace, body language).

Module 2
The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

Unit 1: Build Background: William Kamkwamba and Design Thinking **Common Core Standards**	Learning Targets Taught and Assessed Success criteria: what students must do to demonstrate understanding of the targets.
RI.6.2 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. **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**LT4A- Determine how a central idea is conveyed through particular details.** ☐ Describe the central idea of a text. ☐ Identify key details that support the central idea. ☐ Construct an objective summary identifying key details. **LT4B- Analyze how a character is introduced and developed in a text.** ☐ Identify character traits that are used to introduce a central character. ☐ Describe the methods used by the author to develop a central character. (See Method Anchor Chart) ☐ Analyze how the various methods used by an author to develop a character interact.
Unit 2: Research to Discover Innovative Designers **Common Core Standards**	Learning Targets Taught and Assessed Success criteria: what students must do to demonstrate understanding of the targets.
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. **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **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 **L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**LT5A- Conduct research to answer specific questions about design solutions.** ☐ Integrate information from multiple sources. ☐ Determine the credibility of sources. ☐ Determine the relevance of sources. **LT5B- Interpret figurative language to determine meaning in a text.** ☐ Determine meanings of words and phrases. ☐ Identify specific uses of figurative language in a text. ☐ Describe how the author's use of figurative language impacts understanding. **LT5C- Analyze the structure of the text and how it contributes to the development of ideas.** ☐ Identify and describe the structure of individual sentences, paragraphs, chapters, or sections.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	☐ Describe how the development of ideas in each segment work to communicate the development of ideas in the text as a whole.
Unit 3: Write to Inform: Problem-Solution Essay **Common Core Standards**	**Learning Targets Taught and Assessed** Success criteria: what students must do to demonstrate understanding of the targets.
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. SL.6.I 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.	**LT6A- Compose a problem-solution essay effectively communicating research.** ☐ Introduce and maintain a clear focus. ☐ Provide an introduction and conclusion related to the focus, giving the reader the context, they need. ☐ Effectively organize information. ☐ Use relevant facts, details, and quotations to explain thinking. ☐ Use precise academic vocabulary. ☐ Use formal style, conforming to standard conventions for spelling, capitalization, and punctuation. **LT6B- Present and defend a visual representation of their learning process.** ☐ Create a visual representation of research. ☐ Speak with clarity to explain the problem-solution addressed.

Module 3
The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

Unit 1: Build Background Knowledge: Analyze POV Toward American Indian Boarding Schools **Common Core Standards**	**Learning Targets Taught and Assessed** Success criteria: what students must do to demonstrate understanding of the targets.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**LT7A- Analyze point of view and how it is conveyed in a complex text** ☐ Identify the point of view of specific individuals in a text. ☐ Identify details or events that impact a person's perspective. ☐ Integrate multiple sources to construct a broader understanding of perspective. ☐ Support explanation/ interpretation with text evidence.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**LT7B- Analyze the impact of the author's use of language on character development.** ☐ Identify examples of figurative and connotative language used to describe or develop characters. ☐ Analyze how the language a character uses contributes to their development. ☐ Explain reasoning/thinking. **LT7C- Analyze how particular sections of text impact the development of plot, character, and setting.** ☐ Identify the function of specific pivotal sections of text (e.g., sentences, paragraphs, chapters) ☐ Describe how a section of text impacts other components
Unit 2: Confront Challenges: Characters' Responses and Emerging Themes **Common Core Standards**	**Learning Targets Taught and Assessed** Success criteria: what students must do to demonstrate understanding of the targets.
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.2 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. L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**LT8A- Analyze how an author develops complex characters through choice and motivation** ☐ Identify factors that influence an individual's choices ☐ Describe how conflicting motivations impact an individual's choices ☐ Analyze how a character's point of view changes based on internal and/or external factors ☐ Support explanation/ interpretation with text evidence **LT8B- Analyze how an author develops a theme over the course of a narrative** ☐ Identify a theme in the text ☐ Identify how the structure of specific segments of text enhance or help develop the theme ☐ Support explanation/ interpretation with text evidence **LT8C- Integrate specific use of commas, sentence patterns, and pronoun use to enhance meaning and style in writing.** ☐ Understand effective use of intensive or ambiguous pronouns. ☐ Understand how commas set off a parenthetical element.

| Unit 3: Literary Argument Writing: Gather Evidence and Reflect on Multiple Perspectives

Common Core Standards | Learning Targets Taught and Assessed
Success criteria: what students must do to demonstrate understanding of the targets. |
|---|---|
| | ☐ Use a variety of skills seen in exemplar texts in personal writing. |
| W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
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.)
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.
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.) | **LT9A- Compose formal literary argument writing that presents a stance on the choices of the main character.**
☐ Introduces a clear claim.
☐ Uses accurate and relevant details, examples, and quotations to explain thinking.
☐ Organizes information logically.
☐ Acknowledges opposing viewpoints.
☐ Maintains a formal style.
☐ Use precise words and domain-specific vocabulary to show relationships between claim and reasoning.
☐ Follow standard conventions of written English appropriate to style.

LT9B- Revise and refine a recorded audio presentation to improve authenticity, complexity, and/or craftsmanship
☐ Create an audio recording that highlights the experiences and amplifies voices of American Indian boarding school students.
☐ Speak with clarity as appropriate to the audience and modality.
☐ Use appropriate verbal (volume, pacing, intonation).
☐ Engage in self and peer critique. |

Module 4

The common core standards are represented in the Learning Targets that we report in the gradebook on Infinite Campus.

Unit 1: Remarkable Accomplishments of the Space Race Common Core Standards	Learning Targets Taught and Assessed Success criteria: what students must do to demonstrate understanding of the targets.
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **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.	**LT10A- Analyze an author's purpose and point of view in a text** ☐ Identify the point of view of specific individuals in a text. ☐ Identify details or events that impact a person's perspective. ☐ Describe the author's purpose. ☐ Identify words or phrases that help convey point of view. ☐ Support explanation/ interpretation with text evidence. **LT10B- Trace and evaluate arguments presented in a text.** ☐ Determine an author's claim. ☐ Identify specific evidence and reasoning an author uses to support a claim. ☐ Evaluate the extent to which claims are supported by reasons and evidence.
Unit 2: Remarkable Accomplishments Common Core Standards	**Learning Targets Taught and Assessed** Success criteria: what students must do to demonstrate understanding of the targets.
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.	**LT11A- Compare authors' presentations of events or people in terms of content, author methods, and point of view** ☐ Identify an author's point of view towards an event or person. ☐ Analyze how that point of view is conveyed. ☐ Identify similarities and differences in how different authors approach a subject. **LT11B- Analyze and evaluate the argument an author presents in a text** ☐ Identify the main claim of an argumentative text. ☐ Identify evidence and reasoning used to support the main claim.
Unit 3: Remarkable Accomplishments in Space Science Common Core Standards	**Learning Targets Taught and Assessed** Success criteria: what students must do to demonstrate understanding of the targets.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence. **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. **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. **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.	**LT12A- Compose formal argument writing that presents a stance on the merit of an individual's accomplishments.** ☐ Introduces and clearly states a claim. ☐ Supports the claim with clear points/reasons and evidence. ☐ Uses words and phrases to show the relationships among your claim and points/reasons. ☐ Includes a conclusion that follows from the argument presented. ☐ Follows the rules of writing (spelling, punctuation, and grammar). **LT12B- Present a personal reflection of their learning process.** ☐ Present picture book pages and highlight the figure's accomplishments. ☐ Delineate argument, claims, reasoning, and evidence. ☐ Speak with clarity as appropriate to the audience and modality. ☐ Engage as an active listener of others. ☐ Demonstrate authenticity and craftsmanship in the final product. ☐ Demonstrate deep knowledge of their researched problem.