



6th Language Arts

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Foreword

The purpose of this guide is to:

- Provide guidance for scoring student evidence.
- Identify pacing for evidence collection.

How to use this document:

This curriculum guide is *not...*

- Used for designing instruction (you'll use your curricular materials for that – working through each lesson as designed).
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the materials within our adopted curriculum to help you to scaffold up to the learning targets and extend your students' learning beyond them.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

Curriculum Access: [EL Education – Grade 6](#)

Semester 1	Module 1: Greek Mythology <i>The Lightning Thief</i>			Module 3: American Indian Boarding Schools <i>Two Roads</i>		
	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	
Topic Name	Topic 1: Greek Mythology	Topic 2: Text to Film Comparison	Topic 3: Construct New Characters	Topic 4: Analyze Point of View	Topic 5: Theme and Motivation	
<u>Reporting frequency of topic scores</u>	4 weeks (16 lessons) 22 days	4 weeks (14 lessons) 18 days	3 weeks (12 lessons) 14 days	4 weeks (15 lessons) 19 days	3 weeks (13 lessons) 16 days	
<i>Approximate beginning and end dates for the topics</i>	8/24-9/23	9/26-10/14	10/17-11/4	11/9-12/8	12/12-1/13	
<i>Focus Standards</i>	RL.6.4 RL.6.6 L.6.4 L.6.5	RI/RL.6.2 RL.6.7 RL.6.9	W.6.3 SL.6.5	RI.6.6 RL.6.3 L.6.3 RL.6.5	RL.6.3 RL.6.2 L.6.1 L.6.2	

Semester 2	Module 3: American Indian Boarding Schools <i>Two Roads</i>		Module 4: Remarkable Accomplishments in Space Science <i>Hidden Figures</i>		
		Unit 3	Unit 1	Unit 2	Unit 3
Topic Name		Topic 6: Argument and Evidence	Topic 7: The Space Race	Topic 8: Hidden Figures	Topic 9: Space Science
<u>Reporting frequency of topic scores</u>		3 weeks (13 lessons) 17 days	3.5 weeks (8 lessons) 18 days	4.5 weeks (16 lessons) 23 days	5 weeks (17 lessons) 26 days
<i>Approximate beginning and end dates for the topics</i>		1/19-2/10	2/15-3/10	3/22-4/20	4/25-5/31
<i>Focus Standards</i>		W.6.1 W.6.5 SL.6.2 SL.6.6	RI.6.4 RI.6.6 RI.6.2 RI.6.8	RI.6.4 L.6.4 RI.6.8	W.6.1 SL.6.1 SL.6.3 SL.6.4

Standards-Referenced Grading Basics

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 Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

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.**

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Updated SRG grading guidance
COMING SOON

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale-

Topic Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

Item Bank:

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Module 1, Unit 1: Build Background Knowledge: Greek Mythology	
Topic Narrative: https://curriculum.eleducation.org/curriculum/ela/2019/grade-6/module-1/unit-1	
Topic	Achieving Grade Level (AT)
Greek Mythology	The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria are provided below each target.
	LTIA- Analyze how an author introduces and develops the point of view of complex characters in a narrative Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> Identify the central idea of informational text Identify specific details that help convey the central idea Describe how text structure contributes to the development of a central idea Support explanation/ interpretation with text evidence
	LTIB- Analyze how an author uses figurative language to convey meaning Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> Determine the meaning of unknown words or phrases Understand word relationships and how they convey meaning Determine the figurative and connotative meaning of words
	LTIC- Analyze how a character changes in response to events Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> 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

Resources:		
LTIA: Aligned lessons: L3, L4, L8, L10, L11 Formal Assessment: Module 1 Mid-unit 1 (1, 2, 3, 4, 5, 6) Module 1 End-Unit 1 Part I	LTIB: Aligned lessons: L2, L4, L5, L7, L8, L9, L10, L11 Formal Assessment: Module 1 Mid-unit 1 (7)	LTIC: Aligned lessons: L6, L7, L8, L9, L10, L12, L13, L14, L15 Formal Assessment: Module 1 End-unit 1 Part II
Opportunities for Evidence Collection		
The End-Unit 1 assessment is a text-based discussion. Monitor for effective discussion interaction but only report out on the in accuracy of the student's analysis/inferences presented. Additional evidence: Module 1 mid-unit 2 (1, 2)	Only 1 direct question on the assessment is linked to this learning target but it is the work of over half the unit of instruction. PLCs will need to determine what daily evidence best represents the work of the target, as a whole. Additional evidence: Module 1 mid-unit 3 (1, 2, 3)	Evidence for this target can be seen from daily lessons as students demonstrate comprehension of the text and explore how specific details or events may impact Percy. The End-Unit 1 assessment will inform this topic score as well as support students in their summary writing in Unit 2.

Module I, Unit I: Build Background Knowledge: Greek Mythology

Topic Narrative: <https://curriculum.eleducation.org/curriculum/ela/2019/grade-6/module-1/unit-1>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Greek Mythology	LT1A- Analyze how an author introduces and develops the point of view of complex characters in a narrative
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify character’s motivations <input type="checkbox"/> Identify the relationships of a complex character to others <input type="checkbox"/> Identify text-evidence to support analysis
	LT1B- Analyze how an author uses figurative language to convey meaning
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of unknown words or phrases <input type="checkbox"/> Understand word relationships and how they convey meaning <input type="checkbox"/> Determine the figurative and connotative meaning of words
	LT1C- Analyze how a character changes in response to events
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of excerpts of text <input type="checkbox"/> Identify key details and events <input type="checkbox"/> Describe how a character responds to specific events <input type="checkbox"/> Infer how specific events impact a character’s development

Resources:

LTIA:
Aligned lessons:
 L3, L4, L8, L10, L11

Formal Assessment:
 Module 1 Mid-unit 1 (7)
 Module 1 End-Unit 1 Part I

LTIB:
Aligned lessons:
 L2, L4, L5, L7, L8, L9, L10, L11

Formal Assessment:
 Module 1 Mid-unit 1 (1, 2, 3, 4, 5, 6)

LTIC:
Aligned lessons:
 L6, L7, L8, L9, L10, L12, L13, L14, L15

Formal Assessment:
 Module 1 End-unit 1 Part II

Opportunities for Evidence Collection

The End-Unit 1 assessment is a text-based discussion. Monitor for effective discussion interaction but only report out on the in accuracy of the student’s analysis/inferences presented.

Additional evidence:
 Module 1 mid-unit 2 (1, 2)

Only 1 direct question on the assessment is linked to this learning target but it is the work of over half the unit of instruction. PLCs will need to determine what daily evidence best represents the work of the target as a whole.

Additional evidence:
 Module 1 mid-unit 3 (1, 2, 3)

Evidence for this target can be seen from daily lessons as students demonstrate comprehension of the text and explore how specific details or events may impact Percy. The End-Unit 1 assessment will inform this topic score as well as support students in their summary writing in Unit 2.

Module I, Unit 2: Write to Inform: Compare and Contrast Text and Film

Topic Narrative: <https://curriculum.ededucation.org/curriculum/ela/2019/grade-6/module-1/unit-2>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Text to Film Comparison	LT2A- Analyze how an author develops a theme or central idea over the course of a narrative
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify a theme/central idea in a complex text <input type="checkbox"/> Identify key details or events the author uses to emphasize that theme/central idea <input type="checkbox"/> Identify text- evidence that supports analysis
	LT2B- Compare and contrast how different authors present similar themes in complex texts of different genres
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Examine similarities and differences in how themes are introduced, what types of details are emphasized, and its impact on the audience
Text to Film Comparison	LT2C- Construct an objective summary of complex texts
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe key events in a complex text <input type="checkbox"/> Avoid opinion, bias or judgement in writing

Resources:

<p>LT2A: Aligned lessons: L1, L2, L3</p> <p>Formal Assessment: Module 1 mid-unit 2 (3, 4, 5, 6, 7, 8)</p>	<p>LT2B: Aligned lessons: L4, L5, L6, L7, L8, L9, L10, L11, L12</p> <p>Formal Assessment: Module 1 mid-unit 2 (8) Module 1 end-unit 2</p>	<p>LT2C: Aligned lessons: L1, L2, L3</p> <p>Formal Assessment: Module 1 mid-unit 2 (5)</p>
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Opportunities for Evidence Collection

<p>Additional opportunities appear in unit 3 (L2, L4) Additional Evidence: Module 1 mid-unit 3 (4)</p>	<p>The essay students write for the end-unit 2 assessment is obviously the best representation of their understanding for this target. Additional evidence can be gathered from daily lessons and classroom discussions.</p>	<p>Students begin demonstrating this skill in Unit 1. Additional opportunities appear in unit 3 (L2, L4)</p> <p>Additional Evidence: Module 1 mid-unit 3 (5)</p>
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Module 1, Unit 3: Research to Create a New Character and Write a Narrative

Topic Narrative: <https://curriculum.ededucation.org/curriculum/ela/2019/grade-6/module-1/unit-3>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Construct New Characters	LT3A- Compose a narrative scene that extends a complex story through the point of view of a new character.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce new characters and setting <input type="checkbox"/> Develop events in a logical sequence <input type="checkbox"/> Pace the narrative with dialogue, description, and transitions to create suspense <input type="checkbox"/> Use precise words and sensory language to convey events <input type="checkbox"/> Follow standard conventions of written English
	LT3B- Present a personal reflection of their learning process.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Create a presentation that includes multimedia elements <input type="checkbox"/> Speak with clarity as appropriate to the audience and modality <input type="checkbox"/> Use appropriate verbal and physical techniques (eye contact, volume, pace, body language)

Resources:

LT3A:
Aligned lessons:
L3, L5, L6, L7, L8, L9, L10

Formal Assessment:
Module 1 end-unit 3

LT3B:
Aligned lessons:
L1, L11, L12

Formal Assessment:
Performance Task

Opportunities for Evidence Collection

This learning target focuses students on the preparation and presentation of the performance task. Support using the performance task checklist and preparing students for the opportunity to reflect and share what they have learned throughout the course of the module.

Module 3, Unit 1: Build Background Knowledge: Analyze POV Toward American Indian Boarding Schools

Topic Narrative: <https://curriculum.education.org/curriculum/ela/2019/grade-6/module-3/unit-1>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria are provided below each target.
Analyze Point of View	LT4A- Analyze point of view and how it is conveyed in a complex text
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the point of view of specific individuals in a text <input type="checkbox"/> Identify details or events that impact a person’s perspective <input type="checkbox"/> Integrate multiple sources to construct a broader understanding of perspective <input type="checkbox"/> Support explanation/ interpretation with text evidence
	LT4B- Analyze the impact of the author’s use of language on character development.
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of figurative and connotative language used to describe or develop characters <input type="checkbox"/> Analyze how the language a character uses contributes to their development
	LT4C- Analyze how particular sections of text impact the development of plot, character, and setting.
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the function of specific pivotal sections of text (e.g., sentences, paragraphs, chapters) <input type="checkbox"/> Describe how a section of text impacts other components

Resources:

LT4A:**Aligned lessons:**

L3, L4, L5, L7, L8, L10, L11, L14, L15

Formal Assessment:

Module 3 mid-unit 1 (1, 2, 3)

Module 3 end-unit 1 (3, 6)

LT4B:**Aligned lessons:**

L4, L7, L11, L13, L15

Formal Assessment:

Module 3 mid-unit 1 (3, 4, 5)

Module 3 end-unit 1 (4)

LT4C:**Aligned lessons:**

L2, L9, L10, L12, L13, L14, L15

Formal Assessment:

Module 3 end-unit 1 (5)

Opportunities for Evidence Collection

Additional opportunities to gather evidence appear in Module 3, Unit 2, Lesson 3, 4, 7, 10

Module 3, Unit 2: Confront Challenges: Characters' Responses and Emerging Themes

Topic Narrative: <https://curriculum.leducation.org/curriculum/ela/2019/grade-6/module-3/unit-2>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Theme and Motivation	LT5A- Analyze how an author develops complex characters through choice and motivation
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify factors that influence an individual's choices <input type="checkbox"/> Describe how conflicting motivations impact an individual's choices <input type="checkbox"/> Analyze how a character's point of view changes based on internal and/or external factors <input type="checkbox"/> Support explanation/ interpretation with text evidence
	LT5B- Analyze how an author develops a theme over the course of a narrative
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify a theme in the text <input type="checkbox"/> Identify how the structure of specific segments of text enhance or help develop the theme <input type="checkbox"/> Support explanation/ interpretation with text evidence
	LT5C- Integrate specific use of commas, sentence patterns, and pronoun use to enhance meaning and style in writing.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Understand effective use of intensive or ambiguous pronouns <input type="checkbox"/> Understand how commas set off a parenthetical element <input type="checkbox"/> Use a variety of skills seen in exemplar texts in personal writing

Resources:

LT5A:
Aligned lessons:
L1, L2, L7, L9, L10, L11, L12

Formal Assessment:
Module 3 mid-unit 2 (1, 2)

LT5B:
Aligned lessons:
L1, L2, L3, L5, L6, L7

Formal Assessment:
Module 3 mid-unit 2 (3)

LT5C:
Aligned lessons:
L4, L6, L8, L9, L11, L12, L13

Formal Assessment:
Module 3 end-unit 2

Opportunities for Evidence Collection

Lesson 3, 4, 7, 10
can support LT4C as additional evidence but also inform
Cal's choices and motivations in service of LT5A.

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

Topic Narrative: <https://curriculum.education.org/curriculum/ela/2019/grade-6/module-3/unit-3>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Argument and Evidence	LT6A- Compose formal literary argument writing that presents a stance on the choices of the main character.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Introduces a clear claim <input type="checkbox"/> Uses accurate and relevant details, examples, and quotations to explain thinking <input type="checkbox"/> Organizes information logically <input type="checkbox"/> Acknowledges opposing viewpoints <input type="checkbox"/> Maintains a formal style <input type="checkbox"/> Use precise words and domain-specific vocabulary to show relationships between claim and reasoning <input type="checkbox"/> Follow standard conventions of written English appropriate to style
	LT6B- Revise and refine a recorded audio presentation to improve authenticity, complexity, and/or craftsmanship
Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Create an audio recording that highlights the experiences and amplifies voices of American Indian boarding school students. <input type="checkbox"/> Speak with clarity as appropriate to the audience and modality <input type="checkbox"/> Use appropriate verbal (volume, pacing, intonation) <input type="checkbox"/> Engage in self and peer critique 	

Resources:

LT6A:

Aligned lessons:

L1, L2, L3, L4, L5, L6, L7, L8-9,

Formal Assessment:

Module 3 mid-unit 3

LT6B:

Aligned lessons:

L10, L11, L12, L13

Formal Assessment:

Module 3 end-unit 3
Module 3 Performance Task

Opportunities for Evidence Collection

Module 4, Unit 1: Remarkable Accomplishments of the Space Race

Topic Narrative: <https://curriculum.ededucation.org/curriculum/ela/2019/grade-6/module-4/unit-17>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
The Space Race	LT7A- Analyze an author’s purpose and point of view in a text
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the point of view of specific individuals in a text <input type="checkbox"/> Identify details or events that impact a person’s perspective <input type="checkbox"/> Describe the author’s purpose <input type="checkbox"/> Identify words or phrases that help convey point of view <input type="checkbox"/> Support explanation/ interpretation with text evidence
	LT7B- Trace and evaluate arguments presented in a text.
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Determine an author’s claim <input type="checkbox"/> Identify specific evidence and reasoning an author uses to support a claim <input type="checkbox"/> Evaluate the extent to which claims are supported by reasons and evidence

Resources:

LT7A:
Aligned lessons:
L2, L3, L4, L5, L7, L8

Formal Assessment:
Module 4 mid-unit 1 (1, 2)
Module 4 end-unit 1 (4a & 4b)

LT7B:
Aligned lessons:
L3, L7, L8

Formal Assessment:
Module 4 end-unit 1 (1, 2, 3)

Opportunities for Evidence Collection

Module 4, Unit 2: Remarkable Accomplishments

Topic Narrative: <https://curriculum.leducation.org/curriculum/ela/2019/grade-6/module-4/unit-2>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Hidden Figures	LT8A- Compare authors' presentations of events or people in terms of content, author methods, and point of view
	Learning that shows evidence of progressing towards grade-level learning target:
	<input type="checkbox"/> Identify an author's point of view towards an event or person <input type="checkbox"/> Analyze how that point of view is conveyed <input type="checkbox"/> Identify similarities and differences in how different authors approach a subject
	LT8B- Analyze and evaluate the argument an author presents in a text
	Learning that shows evidence of progressing towards grade-level learning target:
	<input type="checkbox"/> Identify the main claim of an argumentative text <input type="checkbox"/> Identify evidence and reasoning used to support the main claim <input type="checkbox"/> Determine if the evidence and reasoning presented is relevant and sufficient

Resources:

LT8A:

Aligned lessons:

L1, L4, L6, L7, L10, L15, L16

Formal Assessment:

Module 4 mid-unit 2 (3)
Module 4 end-unit 2 Part I & Part II

LT8B:

Aligned lessons:

L3, L5, L6, L7, L9, L10, L11, L12, L13

Formal Assessment:

Module 4 mid-unit 2 (1, 2)

Opportunities for Evidence Collection

Students are both analyzing other's arguments and preparing to write their own in Unit 3.

Module 4, Unit 3: Remarkable Accomplishments in Space Science

Topic Narrative: <https://curriculum.leducation.org/curriculum/ela/2019/grade-6/module-4/unit-3>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Space Science	LT9A- Compose formal argument writing that presents a stance on the merit of an individual's accomplishments.
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces and clearly states a claim <input type="checkbox"/> Supports the claim with clear points/reasons and evidence <input type="checkbox"/> Uses words and phrases to show the relationships among your claim and points/reasons <input type="checkbox"/> Includes a conclusion that follows from the argument presented <input type="checkbox"/> Follows the rules of writing (spelling, punctuation, and grammar).
	LT9B- Present a personal reflection of their learning process
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Present picture book pages and highlight the figure's accomplishments <input type="checkbox"/> Delineate argument, claims, reasoning, and evidence <input type="checkbox"/> Speak with clarity as appropriate to the audience and modality <input type="checkbox"/> Engage as an active listener of others <input type="checkbox"/> Demonstrate authenticity and craftsmanship in the final product <input type="checkbox"/> Demonstrate deep knowledge of their researched problem

Resources:

LT9A:
Aligned lessons:
LI-10

Formal Assessment:
Module 4 mid-unit 3

LT9B:
Aligned lessons:
LII-17

Formal Assessment:
Module 4 end-unit 3
Performance Task

Opportunities for Evidence Collection