



Course Numbers

- LA601/602
- LA601IB/602IB
- RD601IB/602IB
- LA6010/6020
- LA6010IB/6020IB

Sixth Grade ELA

2017-2018

Middle School. 6th grade language arts, often called ELA6, is the Des Moines Public Schools core curricular course for students in 6th grade in the study of reading, writing, speaking, and listening. Students grapple with increasingly complex texts in both fiction and non-fiction genres while studying the craft of skillful authors. Additionally, students in ELA6 focus their writing efforts on narrative writing as they learn to become more effective communicators and critical consumers of information.

<http://secondaryliteracy.dmschools.org/>
<http://grading.dmschools.org>



Version: Epsilon

Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

Scale Level Symbols	
Ⓐ	The targets on this level can be changed
🔒	Targets on this level can not be changed
➕	More targets can be added to this level
⊗	No targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

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

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate some of the Level 3 learning targets	2.5
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0



Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student's total product or performance must show to score a 3 on that scale.

Multiple Opportunities

It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning. Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. They're about allowing students to demonstrate their learning multiple times in units after their current unit or when learning is scaffolded into future units.

Multiple Opportunities suggestions will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections developed through their PLCs.

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.

Course Map

Unit	Estimated Duration	Content Standards	Grading Topics	Extended Topics
Unit One: Exploring Evidence	9 weeks	<ul style="list-style-type: none"> • Reading Literature 1 • Reading Informational Text 1 	<ul style="list-style-type: none"> • Analyzing Textual Evidence 	<i>Collected and Reported</i> <ul style="list-style-type: none"> • Constructing Writing [W4, W5] • Collaborating in Discussions [SL1] <i>Collected and Reported UNSCORED</i>
		<ul style="list-style-type: none"> • Reading Literature 6 	<ul style="list-style-type: none"> • Analyzing Point of View 	
Unit Two: Matters of Fact	9 weeks	<ul style="list-style-type: none"> • Reading Informational Text 2 • Reading Informational Text 5 	<ul style="list-style-type: none"> • Determining Central Idea 	<i>Collected but Not Reported</i> <ul style="list-style-type: none"> • Comprehending Text [RL10, RI10] • Mastering Vocabulary [RL4, RI4, LA] • Applying Grammar and Mechanics [L1, L2]
		<ul style="list-style-type: none"> • Reading Informational Text 9 	<ul style="list-style-type: none"> • Comparing Non-Fiction Texts 	
Unit Three: Meaning and Stories	12 weeks	<ul style="list-style-type: none"> • Reading Literature 3 • Reading Literature 5 	<ul style="list-style-type: none"> • Analyzing Story Elements 	<i>Collected and Reported</i> <ul style="list-style-type: none"> • Mastering Vocabulary [RL4, RI4, LA] • Constructing Writing [W4, W5] • Applying Grammar and Mechanics [L1, L2]
		<ul style="list-style-type: none"> • Reading Literature 2 • Reading Literature 9 	<ul style="list-style-type: none"> • Analyzing Themes Across Genres 	
		<ul style="list-style-type: none"> • Writing 3 	<ul style="list-style-type: none"> • Writing Narratives 	
Unit Four: Opinion and Argument	6 weeks	<ul style="list-style-type: none"> • Reading Informational Text 6 • Reading Informational Text 8 	<ul style="list-style-type: none"> • Evaluating Arguments and Purpose 	<ul style="list-style-type: none"> • Collaborating in Discussions [SL1] • Comprehending Text [RL10, RI10]

**Testing Information
MAP**

Fall Window
Sept 5 – Oct 2

Winter Window
Dec 4 – Jan 12

Spring Window
Apr 23 – May 18

Textbooks

[Student Literature:
Houghton Mifflin Harcourt Journeys](#)
© 2012

[Grammar and Writing:
Prentice Hall Writing Coach Grade 6](#)
© 2012

Snapshot



Extended Topics

Year-Long

Organizing Principles

Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year.

Considerations

Comprehending Text

Evidence for this topic is collected three times per year using the MAP test. The Lexile score that results from this test should be translated to an SRG score using this scale. Teachers should assign a Topic Score based on the highest Lexile score earned on the MAP over the course of the year. In the first semester, this score does not contribute to the letter grade; it factors into the grade at the end of semester two only.

Mastering Vocabulary

This topic is collected in the first semester and then both collected and reported in the second. Activities used to collect evidence for this topic should be rooted in text-based vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide. Pay careful attention to what the Level 3 requires on this scale—this is often overlooked.

Applying Grammar and Mechanics

This scale is built differently from other scales in the guide to account for its tight vertical alignment with other courses. Be advised that the instruction of isolated skills, such as the basics of parts of speech, should be provided only when absolutely required—the emphasis in each grade level should be only those supporting skills required to help students access and achieve the Level 3 Learning Targets.

Constructing Writing

This topic is used specifically when either revising work generated by a different writing standard or when assessing writing that is not covered by the course's other writing topics.

Collaborating in Discussions

Use this scale when students are working in groups to process reading topics throughout the course. Strategies such as defined student roles and Socratic seminars help facilitate the collection of this evidence.



Standard Support



Testing Bank



PLC Resources

Grading Topic: Constructing Writing	
4 	<i>In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.</i>
3  Learning Goal	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (for example: narrative, argumentative, informative/explanatory, research, or literary analysis)</p> <p>B. Strengthen writing by planning, revising, and editing</p>
2 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. Describe the task, purpose, and audience for a given writing task</p> <p>B. Describe how to modify samples of writing for a specific task, purpose, and audience</p> <p>C. Plan writing using a template or graphic organizer</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

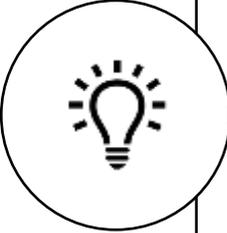
Standard Language: CCSS ELA W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



Teacher Clarifications

This topic is posted in both Semester 1 and Semester 2. Whenever possible, student writing at this level should be held to a half-page minimum length.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

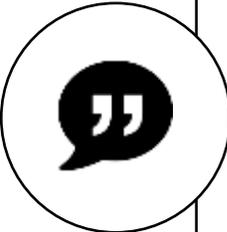


Academic Vocabulary

Development, Organization, Style, Task, Purpose, Audience

Multiple Opportunities

Any time students are doing writing in the first semester, or anytime in the second semester that they are writing something that is not Narrative in nature, consider also assessing this topic. Keep in mind that to fairly measure Learning Target 3A, the task, purpose, and audience for the writing should be clearly articulated in the prompt or directions.



Grading Topic: Mastering Vocabulary	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Investigation
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <p>A. Determine the meaning of words or phrases as they are used in a text, including technical meanings</p> <p>B. Use context as a clue to the meaning of a word or phrase</p>
2 	<i>Students demonstrate they have the ability to:</i> <p>A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening</p> <p>B. Identify specific words that have an impact on meaning and tone in a text</p> <p>C. Demonstrate the use of context clues in structured sentences in isolation</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary
Technical, Context

Standard Language: CCSS ELA 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.

Standard Language: CCSS ELA RI.6.4
Identical to CCSS ELA RL.6.4 except adds "technical meanings"

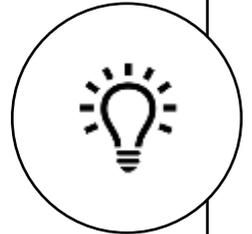
Standard Language: CCSS ELA L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
Click link at right for additional details on this standard.



Teacher Clarifications

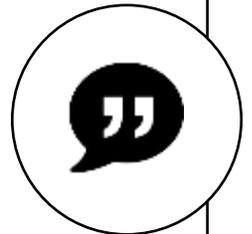
This topic is only posted in Semester 2. Instruction on basic word parts and roots/affixes may be warranted to support students in better understanding how to draw meaning from context.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org



Multiple Opportunities

Since this topic requires students to work with words in context in order to reach the Learning Goal, consider identifying challenging words in text you are reading for other purposes (such as short stories in Unit 1) and asking students to analyze the meaning of the word in question, using context as evidence to support their interpretation of the word's meaning.

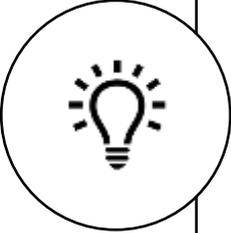


Grading Topic: Collaborating in Discussions	
4 	<i>In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.</i>
3  Learning Goal	<p><i>Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly:</i></p> <ul style="list-style-type: none"> ➤ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic or text to probe and reflect on ideas under discussion ➤ Probe and respond to specific questions with elaboration and details by making comments that contribute to the topic or text under discussion ➤ Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
2 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> A. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed B. Participate actively in discussions in a thoughtful and appropriate manner C. Prepare for participation in a discussion
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA 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.
Click link at right for additional details on this standard.

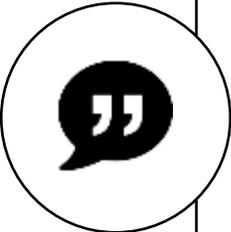


Teacher Clarifications
 This topic is posted in both Semester 1 and Semester 2.
 Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Academic Vocabulary
 Prepare, Probe, Reflect, Elaboration, Paraphrasing

Multiple Opportunities
 The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic and the associated reading topic.



Grading Topic: Comprehending Text	
4 	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> • Read text at the 1105+ Lexile level (Advanced) • RIT Range 228+
3.5 	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> • Read text at the 1015-1104 Lexile level (Proficient) • RIT Range 223-227
3 	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> • Read text at the 925-1014 Lexile level (Proficient) • RIT Range 218-222
2.5 	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> • Read text at the 835-924 Lexile level (Basic) • RIT Range 213-217
2 	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> • Read text at the 745-834 Lexile level (Basic) • RIT Range 208-212
1.5 	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> • Read text at the 313-744 Lexile level (Below Basic) • RIT Range 184-207
1 	<i>Students demonstrate they have the ability to:</i> <ul style="list-style-type: none"> • Read text at the BR-312 Lexile level (Below Basic) • RIT Range 100-183

<p>Academic Vocabulary</p> <p><i>None</i></p>
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Standard Language: CCSS ELA RL.6.10
 By the end of grade 6, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

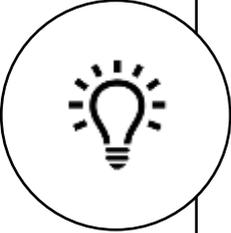
Standard Language: CCSS ELA RI.6.10
 By the end of grade 6, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



Teacher Clarifications

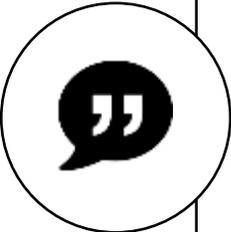
This topic is posted in Semester 1 (where it does not factor into the grade) and in Semester 2 (where it **does** factor into the grade).

To see a student’s Lexile score in MAP, log into the MAP system and look at the Class Report. Another way to see the scores (which will show all scores earned for the year) is to use the MAP Student Detail report in Tableau.



Multiple Opportunities

This topic should be assessed three times over the course of the year. Students will always be given a score based on their best performance among those three tests (even if the best result is the first one).



Sixth Grade ELA 2017-2018

Grading Topic:
Applying Grammar and Mechanics

4 	3  Learning Goal	2 
<p><i>Students demonstrate they have exceptional command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:</i></p> <ul style="list-style-type: none"> A. Determine the need for punctuation or conjunctions to correct awkward-sounding fragments, fused sentences, and obviously faulty subordination and coordination of clauses B. Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered C. Determine whether an adjective form or an adverb form is called for in a given situation D. Ensure straightforward subject-verb agreement E. Ensure straightforward pronoun-antecedent agreement F. Use idiomatically appropriate prepositions in simple contexts G. Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>their</i>, <i>past</i> and <i>passed</i>, <i>led</i> and <i>lead</i>) H. Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element) I. Use appropriate punctuation in straightforward situations (e.g., simple items in a series) 	<p><i>Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:</i></p> <ul style="list-style-type: none"> A. Determine the need for punctuation or conjunctions to join simple clauses B. Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences C. Form the past tense and past participle of irregular but commonly used verbs D. Form comparative and superlative adjectives E. Delete commas that create basic sense problems (e.g., between verb and direct object) 	<p><i>Students demonstrate they have foundational command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:</i></p> <ul style="list-style-type: none"> A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences B. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses C. Use verb tense to convey various times, sequences, states, and conditions D. Recognize and correct inappropriate shifts in verb tense E. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>) F. Use punctuation to separate items in a series G. Use a comma to separate an introductory element from the rest of the sentence H. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>) I. Use underlining, quotation marks, or italics to indicate titles of works
 	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>	

These standards are derived from both the Core (CCSS ELA L 1 and CCSS ELA L 2) and the ACT College and Career Readiness Standards for English.

Note that some targets may lend themselves to work in isolation (**recognize and correct, delete**), while others benefit more from applied use in student writing (**form, determine**).

Unit 1: Exploring Evidence

9
Weeks

Organizing Principles

A blend of fiction and non-fiction, this unit could be a place to do a novel study. The primary skills emphasized in this unit are making inferences and analyzing character point of view.

Don't forget:
MAP testing
happens in this
unit.

Materials

Commonly Used Full-Length Texts

Schooled
Crash
Seedfolks
Chasing Vermeer

Commonly Used Short Pieces

Science Friction (T166)

Grammar Guidance

Use exercises from Writing Coach to start assessing where on the Applying Grammar and Mechanics scale instruction needs to start. Any time students are writing, take the opportunity to talk about grammar targets that are relevant to the type of writing they are doing.



Standard
Support



Testing
Bank



PLC
Resources

Grading Topic: Analyzing Textual Evidence	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Analysis
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <p>A. Cite textual evidence to support inferences drawn from the text</p> <p>B. Support analysis with explicit evidence paraphrased or cited from text</p>
2 	<i>Students demonstrate they have the ability to:</i> <p>A. Describe what a text says explicitly</p> <p>B. When provided with an inference, choose textual evidence to support that inference</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

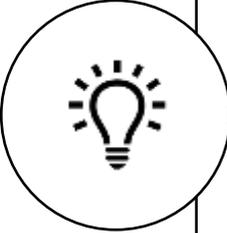
Standard Language: CCSS ELA RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



Teacher Clarifications

This topic is essential to student success in all other reading topics and is worth ample practice.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

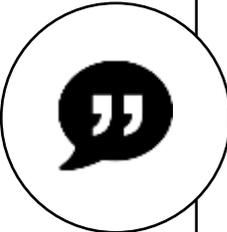


Academic Vocabulary

Cite, Explicit, Inference, Paraphrase, Textual Evidence

Multiple Opportunities

Students should be able to circle back throughout the year. **Collaborating in Discussions** explicitly builds on these skills, and inferences and evidence are an essential part of the context-dependent portions of **Mastering Vocabulary**. This topic pairs readily with **Analyzing Point of View** when conducting any substantial text or novel study.



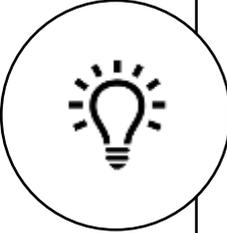
Grading Topic: Analyzing Point of View	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Analysis
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> A. Explain how an author develops the point of view of a character in a text
2 	<i>Students demonstrate they have the ability to:</i> A. Describe the point of view of a character in a text
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.



Teacher Clarifications
This topic is focused upon the character’s point of view or perspective—their beliefs and opinions and how those feelings shape their worldview. This is not about first-person, third-person omniscient, or any other iteration of story POV, though a brief description of these ideas may help students better understand concepts such as reliability of a narrator.

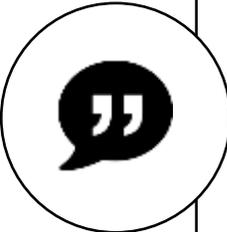
Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Academic Vocabulary
Develop, Narrator, Perspective, Point of View

Multiple Opportunities
Short papers regarding point of view might be ideal evidence for the **Constructing Writing** topic, and conversations on the matter are well suited to **Collaborating in Discussions** tasks.

This topic may naturally recur during Unit 3 when students are studying and writing narrative writing in greater depth.



Unit 2: Matters of Fact

9
Weeks

Organizing Principles

A non-fiction intensive unit focused on analysis of how and why authors construct informational texts in particular ways. This is a great unit for the study of a biography or autobiography.

Don't forget:
MAP testing
at the end of
the semester.

Materials

Commonly Used Full-Length Texts

A Long Walk to Water
Iqbal
The Watsons Go to Birmingham—1963

Commonly Used Short Pieces

Bodies from the Ash (Unit 4, T312)
Onward (Unit 3, T168)
Vikings (Unit 4, T20)

Grammar Guidance

Continue using Writing Coach and revision on student **Constructing Writing** tasks to practice and collect evidence on as many targets from **Applying Grammar and Mechanics** as possible. Record evidence separately from Infinite Campus since this topic doesn't show up in the grade book until Semester 2.



Standard
Support



Testing
Bank



PLC
Resources

Grading Topic: Determining Central Idea	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Investigation
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <p>A. Summarize a text objectively by identifying a central idea and important supporting details</p> <p>B. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the central idea</p>
2 	<i>Students demonstrate they have the ability to:</i> <p>A. Determine the central idea of a text</p> <p>B. Identify particular details that convey the given central idea of a text</p> <p>C. Identify the text structure used in a text</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA 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.

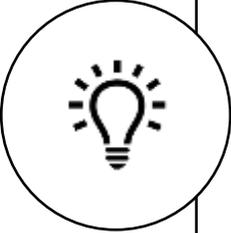
Standard Language: CCSS ELA RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.



Teacher Clarifications

The Level 4 Investigation target is suggested in keeping with the idea that Target 3B leads naturally to answering projective (What If?) questions about what would happen if a certain section were removed or altered in some way.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Academic Vocabulary

Central Idea, Develop, Text Structure, Objective, Summarize

Multiple Opportunities

As always, reading topics support **Collaborating in Discussions** very well. Additionally, students might practice with **Mastering Vocabulary** when encountering new words in these texts.

This topic is likely to recur in Unit 4 when argument (and thus non-fiction) becomes a focal point again.



Grading Topic: Comparing Non-Fiction Texts	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Decision-Making
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> A. Compare and contrast one author’s presentation of events with that of another (examples: a memoir written by and a biography on the same person)
2 	<i>Students demonstrate they have the ability to:</i> A. Identify key events provided by two authors on the same topic
1 	<i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i>

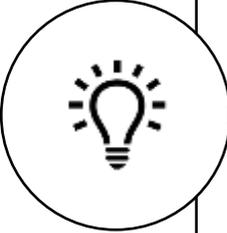
Standard Language: CCSS ELA RI.6.9
Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).



Teacher Clarifications

Compare and contrast the *presentation* of ideas—this requires students to more fully explore not just **how** the two texts are similar and different, but **why** those differences may exist. Student work should focus upon analyzing why differences exist. While autobiography and biography are not essential to this scale, they are a nice way to connect this scale to a full-length text or literature circle environment.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

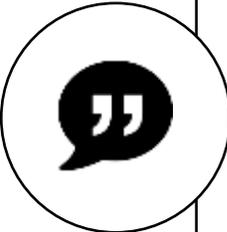


Academic Vocabulary
Compare, Contrast

Multiple Opportunities

This topic, especially if configured in some kind of literature circle, nicely supports **Collaborating in Discussions**. Additionally, students might very well carry out a **Constructing Writing** task while addressing the learning goal.

It is fairly easy, but not required, to structure activities so that they yield evidence for both this topic and **Determining Central Idea** at the same time.



Unit 3: Meaning and Stories

12
Weeks

Organizing Principles

This unit is the primary literature unit in the course. Opportunities for deep reading and analysis of long or short literature exist throughout the unit, as well as reasons to expand and revise narrative writing opportunities from earlier in the year.

Materials

Commonly Used Full-Length Texts

Inkheart

La Linea

Where the Red Fern Grows

A Long Walk to Water

Freak the Mighty or Max the Mighty

Esperanza Rising

Holes

Mick Harte Was Here

Commonly Used Short Pieces

Grammar Guidance

Use the editing process on narrative writing to practice and collect evidence on as many targets from Applying Grammar and Mechanics as possible. As of this unit, evidence can now be entered in the grade book.



Standard
Support



Testing
Bank



PLC
Resources

Grading Topic: Analyzing Story Elements	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Investigation
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Analyze how a particular sentence, event, or episode contributes to the development of the setting or plot Explain how a particular story’s or drama’s plot unfolds in a series of episodes Explain how the characters in a story respond or change as the plot moves toward a resolution
2 	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Describe the plot (setting, conflict, and resolution) of a story List the episodes/events of a story in the order in which they occur Identify character traits of major characters in a story or drama
1 	<i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary
Conflict, Episode, Plot, Resolution, Setting, Trait

Standard Language: CCSS ELA 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.

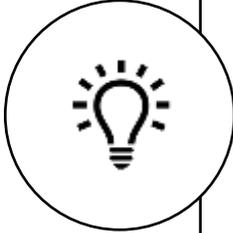
Standard Language: CCSS ELA RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.



Teacher Clarifications

An episode is a unit of time (a scene) in a story—several events could happen within an episode. Distinct sections or chapters are the most common implementation of the episode.

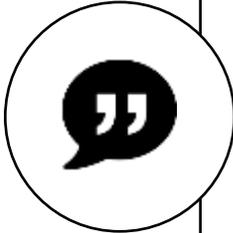
Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Multiple Opportunities

Any study of literature should create numerous opportunities to interact with new words for **Mastering Vocabulary** or to engage in **Collaborating in Discussions** activities.

The study of characters may provide additional opportunities to teach and assess **Analyzing Character Point of View** from Unit 1, and all student responses to the learning targets on this scale require substantiation as measured in the **Analyzing Textual Evidence** topic.



Grading Topic: Analyzing Themes Across Genres	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Decision-Making
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <p>A. Analyze how details (such as a particular sentence, event, or episode) contribute to the development of the theme</p> <p>B. Compare and contrast texts in different genres (examples: stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes</p>
2 	<i>Students demonstrate they have the ability to:</i> <p>A. Determine the theme of a fiction text</p> <p>B. Identify details that support the given theme of a text</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA 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.

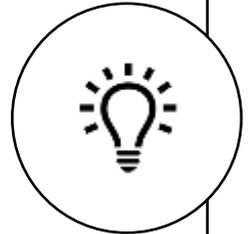


Standard Language: CCSS ELA RL.6.9

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.

Teacher Clarifications

Note that starting in middle school, the theme of a text should be expressed as a statement rather than a single word. (for example, not just “love” but instead an answer to the question “What does the author have to say about love?”)



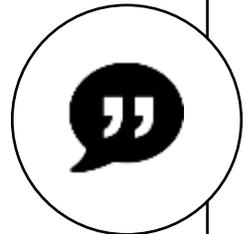
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Academic Vocabulary

Compare, Contrast, Genre, Theme

Multiple Opportunities

This topic lends itself well to **Collaborating in Discussions**, and responses to the second Learning Goal Target would make excellent evidence for both **Constructing Writing** and, potentially, **Applying Grammar and Mechanics**.



Grading Topic: Writing Narratives	
4 	<i>In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.</i>
3  Learning Goal	<p><i>Students demonstrate they have the ability to write multi-paragraph narratives to develop real or imagined experiences using effective technique, relevant descriptive details, and well-structured event sequences. These texts:</i></p> <ul style="list-style-type: none"> ➤ Engage the reader by establishing a context ➤ Orient the reader by introducing a narrator and/or characters ➤ Organize an event sequence that unfolds naturally and logically ➤ Use a variety of transitions to convey sequence and signal shifts from one time frame or setting to another ➤ Use precise and relevant sensory details to convey experiences and events ➤ Construct a conclusion that follows from the narrated experiences or events
2 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> A. Plan and organize a narrative B. Write a narrative with a beginning, middle, and end C. Provide a concluding statement D. Identify transitions in a sample narrative E. Write a brief, single-episode narrative
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

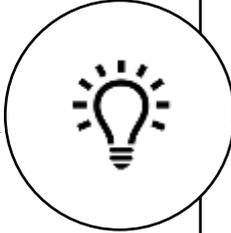
Academic Vocabulary
Context, Orient, Organize, Sequence, Transitions, Sensory Details, Conclusion

Standard Language: CCSS ELA W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
For additional details on this standard, click the link to the right.



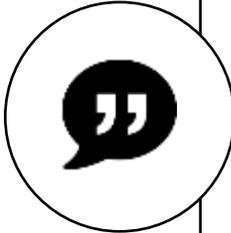
Teacher Clarifications
Students should complete several drafts of this paper if possible—each draft counts as a piece of evidence. Students can write personal narratives or creative stories—the standard applies equally to both. While the basic expectation of 6th grade extended writing is “multi-paragraph” in length, a fully revised piece should approach or exceed a full page. To make this happen, you will likely need to start instruction on this topic early in the unit.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Multiple Opportunities
Revision of narrative writing can provide evidence for **Constructing Writing**. Writing should showcase a student’s best grammar and mechanics, creating opportunities to measure the **Applying Grammar and Mechanics** topic as well.

The Revision Assistant software can support this standard in numerous ways. The following narrative prompts are reserved for ELA6: [Expect the Unexpected](#) and [You’ve Got a Friend in Me](#)



Unit 4: Opinion and Argument

6
Weeks

Organizing Principles

A brief introduction to the topics of argument that will recur throughout middle school. Students should be given at least one opportunity to craft an argument of their own, complete with claims and evidence, as part of this unit.

Don't forget:
MAP testing
at the end of
the semester.

Materials

Commonly Used Full-Length Texts

Commonly Used Short Pieces

Grammar Guidance

This final unit is the last opportunity to secure the Level 3 Learning Targets in Grammar and Mechanics before students move on to ELA7. With this in mind, place deliberate emphasis on scheduling opportunities for students to learn and apply the skills that have not yet been demonstrated.



Standard
Support



Testing
Bank



PLC
Resources

Grading Topic: Evaluating Arguments and Purpose	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Decision-Making
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Explain how an author’s point of view is conveyed in a text Explain how an author’s purpose is conveyed in a text Evaluate the argument and specific claims in a text Distinguish claims that are supported by reasons and evidence from claims that are not
2 	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Identify an author’s point of view in a text Identify an author’s purpose in a text Trace the arguments and specific claims used to support the argument in a text Identify examples of opinion in a text and the words that signal an opinion
1 	<i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

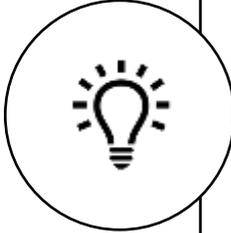
Standard Language: CCSS ELA RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.



Teacher Clarifications

Think of “reasons” in target 3D as commentary or explanation—the critical piece that connects evidence to the student’s stated claim. This is often a major gap for students in this topic.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org



Academic Vocabulary

Argument, Bias, Claim, Opinion, Author’s Point of View, Purpose, Relevance, Support

Note that a piece will have just one argument and often several claims.

Multiple Opportunities

As the final topic of the year, there can (and should) be many ways to connect to the **Constructing Writing, Applying Grammar and Mechanics**, and especially the **Collaborating in Discussions** topics.

It may be beneficial for the study of written arguments to also provide chances for students to circle back to the **Determining Central Idea and Comparing Non-Fiction Texts** topics from Unit 2.

