

Grade Level:	6th
Class Title:	Language Arts
Subject:	Language Arts
Class Description:	<p>The class will focus on improvement and growth in vocabulary acquisition, spelling accuracy, correct use of Standard English conventions, and production of finished writing pieces. Students will learn how to use context clues as well as word study (prefixes, suffixes, word roots, word origins) to improve their understanding and use of vocabulary. They will review common spelling rules. They will apply the rules of grammar, usage, and mechanics to their speech and writing. They will polish writing skills from sentence variety to paragraph construction to the content, organization, and style of finished essays. They will practice the writing process from prewriting techniques through editing and proofreading to produce finished products. Students will be expected to read, comprehend and analyze literary and informational reading material at grade level using approved textbook and other adopted books.</p> <p>This class will work toward one or more CCSS. This will be a year-long class, spanning the 2020-2021 school year.</p> <p>The estimated instructional hours for this class are ____per week.</p>
Learning Materials:	List all materials.
Learning Goals/ Performance Objectives:	<p>LITERATURE</p> <p>Key Ideas and Details</p> <hr/> <p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>Craft and Structure</p> <hr/> <p>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.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Integration of Knowledge and Ideas</p> <hr/> <p>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</p>

themes and topics.

READING INFORMATIONAL TEXT

Key Ideas and Details

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

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).

Craft and Structure

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.

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

Integration of Knowledge and Ideas

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.

WRITING

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

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.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

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

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.

Research to Build and Present Knowledge

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.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English

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.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

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.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

Learning Activities:

- (Student Name) will complete 4 grammar lessons each week.
- (Student Name) will read grade level books from a variety of genres(fairy tales, biographies, realistic fiction, fantasy, etc.) throughout the year for a minimum of 40 minutes each day.
- (Student Name) will record grade level reading books on a reading log.
- (Student Name) will complete 4 literature lessons each week.
- (Student Name) will listen to a variety of text of fiction and non-fiction for 20 minutes each day.
- (Student Name) will complete one written book report each month.
- (Student Name) will complete one written assignment using the 5 step writing process each month.
- (Student Name) will share one writing piece with the consultant/teacher and provide evidence of the stages of writing; brainstorming, drafting, editing, and final copy.
- (Student Name) will practice reading aloud 5 minutes each day.

Progress Criteria/ Methods of Evaluation:

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.