

1st Quarter

6th Grade English Language Arts Standards

6.RL.2.2 Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.

6.RL.2.3 Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

6.RL.3.2 Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

6.RL.2.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

6.RL.4.1 Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch.

6.RL.3.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot

6.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly.

6.RV.3.3 Interpret figures of speech (e.g., personification) in context.

6.RL.4.2 Compare and contrast works of literature 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.

6.W.3.3 Write narrative compositions in a variety of forms that – ● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). ● Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide an ending that follows from the narrated experiences or events.

6.W.4 Apply the writing process to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing.

2nd Quarter

6th Grade English Language Arts Standards

6.RL.2.2 Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.

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3rd Quarter

6th Grade English Language Arts Standards

6.ML.2.1 Use evidence to evaluate the accuracy of information presented in multiple media messages.

6.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

6.SL.2.2 Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

6.SL.4.1 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.

6.SL.2.5 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6.SL.2.3 Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.

6.SL.3.2 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.RN.4.1 Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.

6.ML.2.2 Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.)

6.RN.2.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

6.W.3.1 Write arguments in a variety of forms that – • Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. • Use an organizational structure to group related ideas that support the argument. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. • Provide a concluding statement or section that follows from the argument presented.

6.W.4 Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing.

4th Quarter

6th Grade English Language Arts Standards

6.RV.2.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

6.W.6.1e Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.

6.RN.4.2 Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.

6.W.6.1a Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).

6.SL.4.2 Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.W.6.2b Punctuation – • Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. • Using semicolons to connect main clauses and colons to introduce a list or quotation.

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6.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). • Gather relevant information from multiple sources, and annotate sources. • Assess the credibility of each source. • Quote or paraphrase the information and conclusions of others. • Avoid plagiarism and provide basic bibliographic information for sources. • Present information, choosing from a variety of formats.

6.W.4 Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing.