**Catoosa County School**

**Essential Standards Chart**

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| **What Is It We Expect Students to Learn?** | | | | | | | |
| **Grade: Sixth** | **Subject: ELA** | |  |  |  | | |
| **Essential Standard** | **Teacher’s Learning**  **Target** | **Student’s Learning Target** | **Examples**  **of**  **Rigor** | **Prerequisite**  **Skills** | **When taught?** | **Common Summative Assessment** | **Extension**  **Standards** |
| **(Number & Formal Description)** | **“The students will be able to….”** | **“I can….”** | **What does proficient student work look like? Provide examples or description.** | **What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?** | **What 9-week grading period will this be taught?** | **What assessment(s) will be used to measure student mastery?** | **What will we do when students have already learned the standard?** |
| **Writing** |  |  |  |  |  |  |  |
| **ELAGSE6W1:** Write arguments to support claims with clear reasons and relevant evidence. | **use a formal style and write arguments to support claims with clear reasons (introduce and organize) and relevant evidence.** | **I can write an argument to support claims, including words, phrases, and clauses that show relationships among claims and reasons.**  **I can write an argument that maintains a formal style.**  **I can write an argument that has a concluding statement.** | **Provide opportunities to argue an academic point.**  **Lead students in a discussion about the concept of “literary criticism”.**  **Allow students to examine several examples of literary criticism on a book they have read *(The Chronicles of Narnia*).**  **Have students identify the thesis and claims in several professional pieces of literary criticism.** | **Explain how the central ideas of a text are supported by key details.**  **Use supporting details and examples to make inferences.**  **Understand that some information in a text is not directly stated.**  **Quote accurately from a text.**  **Explain how an author uses reasons and evidence to support a particular point in a text.** | **3rd** | **Writing Unit Test** | **W4, W5** |
| **ELAGSE6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | **Apply knowledge of appropriate organizational structure for informational writing.**  **Introduce and develop a topic-cite textual evidence (quotations, examples)**  **Use appropriate transitions, precise language, and domain specific vocabulary. Maintain formal style and provide a conclusion.** | **I can introduce an informative /explanatory topic.**  **I can organize informational writing.**  **I can use textual evidence in my writing.**  **I can use transitions appropriately.**  **I can use clear language and academic vocabulary in my writing.**  **I can maintain a formal style when writing.**  **I can provide a conclusion.** | **Have students maintain a list of unfamiliar technical and domain specific vocabulary as they examine the text, exploring strategies for making meaning of these words .**  **Conduct a mini lesson about manuscript styles, giving students papers that are written in APA format and ask them to identify everything they can discern about the formatting.** | **Explain how the central ideas of a text are supported by key details.**  **Use supporting details and examples to make inferences.**  **Differentiate between important and unimportant details in a text.**  **Write a brief summary of a text including key details that support the main idea.**  **Identify the author’s point of view or purpose in a text.**  **Support understanding with specific information from the text.** | **3rd** | **Writing Unit Test** | **W7, W5** |
| **ELAGSE6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | **3a. develop a story with characters and a plot (beginning, middle and end)**  **3b. use narrative techniques effectively(dialogue, pacing, description)**  **3c. use plot diagram to create flow of narrative**  **3d. use descriptive language**  **3e. “sum it up” (conclusion)** | **I can write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured sequence.**  **I can write a narrative to develop real or imaginative experiences or events, using narrative techniques such as dialogue, pacing and description.**  **I can write a narrative to develop real or imaginative experiences or events that uses a variety of transitions to convey sequence and signal shifts.** | **Write a short additional chapter that extends the story read in class.**  **Share and discuss differences.** | **Recognize that writers describe characters through physical appearance, words and thoughts, and actions. Identify and describe a setting. Identify and describe an event in a story or drama.**  **Recognize that narrators or speakers have distinct points of view.**  **Understand how the narrator’s point of view affects the description of the story’s events.** | **1st and 2nd** | **Common Writing Task/Rubric (Beginning of Year; Halloween Candy; Holiday Writing)** | **W5** |
| **ELAGSE6W6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. | **\*use technology to produce and publish writing while avoiding plagiarism and citing resources** | **I can use technology to produce and publish writing as well as to interact with others.** | **Find a class in another country with whom to collaborate on a project (dramatic skit, collaborative writing project, group read alouds, joint publications of storybooks for kids, informational websites)** | **Know how to type a**  **Know how to use Google Docs to share their document with their peers.** | **ALL** | **Not Charting** | **W8, W9** |
| **ELAGSE6W10:** 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. | **write regularly whether it be short/long formats**  **-student reflection & teacher feedback is a must** | **I can write for various tasks, purposes, and audiences over both extended and shorter time frames.** | **Provide students with writing prompts, both formally and informally, to ensure that they are writing routinely in a variety of settings, on a variety of topics, in a variety of formats.** | **Write for a variety of purposes.** | **ALL**  **\*1st- 1 para.; complete sentence; capital. & punct.** | **Not Charting** | **W4, W6** |
| **Reading Literary** |  |  |  |  |  |  |  |
| **ELAGSE6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | **\*cite text evidence**  **\*make inferences from text** | **I can cite textual evidence to support by ideas.**  **I can make inferences based on the text** | **Have students distinguish between textual evidence which is explicit and evidence which is inferred on a particular text.** | **Quote accurately from a text.**  **Identify and describe characters, setting, plot and sequence of events in a story.**  **Use context clues and supporting details to draw conclusions and make inferences.** | **ALL** | **Hatchet Test (Post)** | **RL5** |
| **ELAGSE6RL2:** Determine a theme and/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. | **\*determine theme**  **\*determine central idea**  **\*identify point of view to help determine theme**  **\*summarize the facts without bias** | **I can determine a theme or central ideas of a text.**  **I can summarize a text without using my opinion.** | **Show students a message in a bottle. Was it written days ago? Weeks ago?**  **Months or years ago? Use this foundation to teach theme. Once the bottle is broken, the message can be read. When reading the text, describe how this relates to the bottle.** | **-determine the theme of a story.**  **-identify details in a text.**  **-recognize how characters in a story respond to challenges that they face.**  **-identify the main characters, setting, conflict, and plot events in a literary text.**  **-differentiate between important and unimportant details in a text.** | **ALL** |  | **RL9** |
| **ELAGSE6RL3:** 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 towards a resolution | **identify and describe plot summary (diagram)**  **identify point of view**  **understand elements of yeh characters( Use common vocab...static-dynamic)** | **I can build a story map and identify character types and traits.**  **I can determine how a character changes in the story.** | **Challenge the students to identify a text wherein the protagonist does not undergo any significant emotional or situational change from the beginning of a novel to the end. How does Katniss change after she enters the games in *Hunger Games*? Is Dorothy the same girl when she returns to Kansas as when she left? Give students a graphic organizer to detail plot.** | **-Identify a story’s plot by distinguishing major events.**  **-Understand character traits and motivations.**  **-Identify how characters change throughout a story.**  **-Recognize that writers describe characters through physical appearance, words and thoughts, and actions.**  **-Identify and describe setting.**  **-identify and describe an event in a story or drama.**  **-understand how to compare and contrast two elements in a text** | **1st, 2nd, 4th** |  | **RL5, RL7** |
| **ELAGSE6RL4:** 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 | **Distinguish figurative language (S, M, H, P)**  **sound devices/types of poetry**  **-Identify denotation and connotation in context**  **-Discuss how figurative language can change meaning in text** | **I can interpret the meaning of words and phrases as they are used in the text: including figurative meanings, connotative and denotative meaning.**  **I can analyze the impact of word choice on tone.** |  | **Understand figurative language compares one thing to another.**  **Identify examples of similes and metaphors and recognize the comparison made.**  **Understand the meaning suggested by similes and metaphors and other figurative language.**  **Understand that some words have positive and negative connotations.** | **ALL** |  | **RL5** |
| **ELAGSE6RL6:** Explain how an author develops the point of view of the narrator or speaker in a text. | **Explain how Point of View develops** | **I can recognize strategies authors use to develop point of view (eg. revealing characters thoughts and actions, dialogue, and what other characters say or think about that character).**  **I can identify details or examples in a text where the author develops the point of view of the narrator or the speaker.** |  | **Understand the literary concept of point of view.**  **Identify the narrator or speaker in a literary text.**  **Understand how the narrator’s point of view affects the description of a story’s events.** | **1st, 2nd, 4th** |  |  |
| **Reading Literary** |  |  |  |  |  |  |  |
| **ELAGSE6RL10:** By the end of the year, 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. | **\*expose students to a variety of genres**  **\*build student stamina**  **\*encourage reading content outside of their comfort zone**  **\*promote self correction and monitoring (model)** | **I can read and comprehend various text on grade level.** |  | **Read a variety of genres.** | **ALL** |  | **RL5, RL9** |
| **Reading Informational** |  |  |  |  |  |  |  |
| **ELAGSE6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the  text. | **-Read a wide variety of nonfiction texts**  **-Cite evidence**  **-analyze text**  **-make inferences** | **I can locate evidence that supports wheat the text says.**  **I can recognize evidence that supports inferences drawn from the text.**  **I can determine the evidence that supports the clearly stated details.**  **I can cite examples of evidence that supports inferences and explicit details from the text.** |  | **-understand that some information is not directly stated.**  **-use supporting details and examples to make inferences.**  **-quote details and examples accurately from a text.** | **3rd** |  | **RI7, RI9RI** |
| **ELAGSE6RI2:** 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 | **-determine central idea**  **-identify supporting details**  **-summarize text without bias** | **I can analyze text to identify the central idea.**  **I can recognize particular details used to support the central idea of a text.**  **I can summarize a text based on facts without using my opinion.** |  | **-Identify two or more central ideas of a text.**  **-Explain how the central ideas of a text are supported by key details.**  **-use central ideas and key details to summarize a text.** | **3rd** |  | **RI7, RI9** |
| **ELAGSE6RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | **-analyze the importance of key elements**  **-determine organizational strategies authors use to develop key elements in texts** | **I can identify key individuals, events, and ideas in a text.**  **I can define anecdote.**  **I can analyze how key individuals, events, and ideas in a text are introduced, illustrated, and elaborated upon.**  **I can analyze evidence in text to support key ideas.** |  | **-identify main ideas and supporting details in informational text.**  **-understand how two or more individuals, events, or ideas are related.** | **3rd** |  | **RI7, RI9** |
| **ELAGSE6RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |  | **0** |  | **Understand and use different strategies to determine the meaning of vocabulary.**  **Use context clues to figure out the meaning of grade-level appropriate academic words and phrases.** | **ALL** |  |  |
| **ELAGSE6RI5:** 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. | **Identify the structure of the text**  **analyze and evaluate textual features and organizational structures** | **I can determine text structure (chronology, comparison, cause/effect and problem/solution.**  **I can analyze how part of a text fits and supports the main idea.** |  | **Identify main ideas and supporting details.**  **Identify text structures and organizational patterns.**  **Recognize how individual sections of a text help shape and develop ideas.** | **ALL** |  | **RI7, RI9** |
| **ELAGSE6RI6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |  | **I can determine the author’s point of view or purpose in a text.**  **I can identify details in a text where the other develops the point of view or purpose of a text.**  **I can explain how the author conveys his/her point of view throughout the text.** | **Use a political cartoon to identify PIE method to Make sure students understand the definition of author’s purpose and point of view.** | **Identify the author’s point of view or purpose in a text.**  **Recognize statements and word choices that make clear the text is expressing the author’s point of view.**  **Explain how word choice and tone help establish and author’s perspective and bias.** | **ALL** |  | **RI7, RI9** |
| **ELAGSE6RI8:** 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. | **Evaluate arguments and claims from a text to determine validity.** | **I can define the terms argument and claim.**  **I can identify the argument, claims, reason, and evidence in a text.**  **I can distinguish between supported and unsupported claims.**  **I can evaluate the argument and determine if it is valid and supported.** | **Conduct a close reading of Patrick Henry’s famous call to revolution in the speech now known as “Give Me Liberty or Give Me Death”. Annotating and paraphrasing until an adequate level of comprehension is achieved. In teams, have students identify all of Henry’s major and minor premises. Beneath each premise, students should list all evidence offered in support of the claim (premise), if any. Students might also be asked to identify the type of persuasion (appeal to emotion, appeal to authority, appeal to logic, etc.) used with each premise.** | **Identify the author’s point of view or purpose in a text.**  **Recognize statements and word choices that make clear the text is expressing the author’s point of view.**  **Explain how author uses reasons and evidence to support particular points in a text.** | **3rd** |  | **RI7, RI9** |
| **ELAGSE6RI10:** By the end of the year, 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. | **read and understand grade level or above informational texts** | **I can read 6th grade informational text.**  **I can comprehend 6th grade informational texts.** | **Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list. Encourage students to brainstorm about types of informational text they might enjoy. Students can keep a notebook that includes notes and personal commentary on each text read o** | **Read a variety of informational texts.** | **ALL** | **Not Charting** | **RI7, RI9** |
| **Speaking & Listening** |  |  |  |  |  |  |  |
| **ELAGSE6SL1:** 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 | **Being prepared and participate in class discussions using evidence**  **Follow class procedures for group discussions.**  **Contribute and elaborate to discussion topics.**  **Reflect and paraphrase group discussions.** | **I can engage in a variety of discussions by listening and sharing knowledge of 6th grade topics and texts.**  **I can follow agreed-upon rules during discussion.** | **Arrange an “academic conference” to be held by the class on a topic/text on which students have previously written or read Create a schedule for your conference, including your plenary speaker, a time for refreshments, breakout discussion groups, etc** | **LIsten to the ideas of others.**  **Formulate your own opinions.** | **ALL** |  | **SL2, SL3, SL4, SL5** |
| **Language** |  |  |  |  |  |  |  |
| **ELAGSE6L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | **Demonstrate command of the conventions of English grammar through the use of pronouns (sub/obj, intensive, shift and vague)** |  | **Use familiar song lyrics as a tool for identifying pronouns. Ask students to circle pronouns in the text and underline their antecedents (or identify a missing antecedent). Later in the unit, give students the opportunity to color-code pronouns by type (subjective, objective, possessive). To extend their activity, ask students to remove all pronouns and replace with antecedents, listening to how the song changes.** | **Identify nouns, verbs, subjects, and objects in a sentence.**  **Know definition of antecedent.** | **ALL** | **Not Charting** | **6L3, 6L5** |
| **ELAGSE6L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | **Apply rules of spelling, capitalization and punctuation. (Comma, parentheses, dashes)** | **I can apply correct capitalization, punctuation, and spelling.**  **I know punctuation rules for commas, parentheses, and dashes.**  **I use commas, parentheses, and dashes to set off nonessential elements.** | **Have students choose one piece of previously graded writing from their portfolio. Students will exchange these papers with a partner who will grade that paper ONLY on capitalization, punctuation, and spelling. A guidance sheet listing specific items to check may be provided to scaffold this exercise. Students will check for comma usage, capitalization, and spelling, taking off 5 points for every error.** | **Know the basic rules of capitalization (first word of a sentence, proper nouns, and pronoun I.)**  **Understand the difference between restrictive and nonrestrictive elements.** | **ALL** |  | **6L3, 6L5** |
| **ELAGSE6L4:** 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. | **Determine and clarify meaning of unknown words through use of context clues, Greek and Latin affixes, root and resources (digital and print)** |  | **Have students keep a log book of all unfamiliar words. Give students a list of words that all contain the same root. Ask students to find commonalities between the words. Create a contest in which students take pictures or otherwise note examples of the words used throughout the day** | **Word meanings can be determined by using context clues, looking at common affixes and roots, or using reference materials.** | **ALL** |  | **6L3, 6L5** |
| **ELAGSE6L6:** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Acquire and use good vocabulary** | **I can use grade- appropriate academic vocabulary.** | **refer to word wall to sort vocabulary and ask students to continually assess and reflect on their understanding of the words.** | **Should be able to avoid using informal language when writing or speaking.**  **Foundational knowledge of Latin roots, prefixes, suffixes, and other stools for decoding new vocabulary.** | **ALL** |  | **6L3, 6L5** |