School District of the City of St. Charles

K-6 Communication Arts Curriculum: Grade 6

Approved by the Board of Education

May 9, 2013

K-6 Communication Arts Curriculum Committee

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Grade 6 Communication Arts

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The District's Mission, Vision, Values, and Goals

OVERVIEW

The City of Saint Charles School District community works continuously to improve the education for all students through the quality of our schools and program offerings.

The Comprehensive School Improvement Plan (CSIP) serves as a long range, strategic planning document which directs the overall improvement of our educational programs and services (MSIP 8.2).

Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

Value Statements

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment

- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity

- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices

- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
   - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
   - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
   - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
   - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
   - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

K-6 Communication Arts Curriculum Committee: Mission Statement

The Mission of the K-6 Communication Arts Program in the City of St. Charles School District is to establish a foundation for life-long learning through reading, writing, spelling, listening, speaking, and informational literacy, using a comprehensive balanced literacy approach.

The program will instill in students a strong background in reading and writing, understanding that these areas affect all aspects of future learning. This program will provide students an opportunity to make connections to the world beyond the classroom. We will empower students to become life-long learners by challenging them to be critical thinkers who can apply classroom skills to real life situations.

Communication Arts Curriculum Committee Rationale

The rationale for Communication Arts in the City of St. Charles School District is to provide a solid foundation for all students in the areas of reading, writing, spelling, listening, and speaking. By exposing students to a balanced literacy approach, students will become critical thinkers and will be able to apply their skills within and beyond the classroom. Differentiating instruction enhances the student's learning by broadening their experiences through guided, shared, and modeled instruction. Teachers are equipped with the necessary resources to assess and expand this balanced approach. Because we live in a global society, the City of St. Charles School District believes we must provide all students with a balanced program of integrated study that includes emphasis on the understanding and appreciation of diverse cultures, gender equity, and handicapped conditions.

K-6 Communication Arts Curriculum Committee: Vision

What do we want our students to look like after they graduate from the City of St. Charles School District?

The students in the City of St. Charles School District will have an enriching experience at each grade level and will grow as citizens in academic and moral standards. Throughout the elementary process students will receive constant support, feedback, and a strong academic foundation for future years facilitated with high expectations. In the middle school years students will gain more responsibility for their learning while still being guided and attention given to social, emotional, and academic challenges of this ages group, facilitated with high expectations. During students' final years in the City of St. Charles School District, application of the characteristics socially, emotionally, and academically will manifest, producing life-long learners that have been guided with high expectations.

Essential Understandings

The sixth grade student will:

Reading

- Reads and comprehends text at a level X.
- When reading a level X text, reads with appropriate rate (125-160 wpm), phrasing, pausing, and expression with accuracy.
- Determines the meaning of words and phrases as they are used in level X text.
- Compare and contrast similar themes and topics in different forms or genres in grade-level texts.
- Determine a theme or central idea of a text and how it is conveyed through particular details.
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall section of a text and contributes to the development of the ideas.
- Analyze in detail how a key individual or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).
- Summarize a level X text using setting, point of view, conflict, climax, and resolution.
- Summarize a grade-appropriate text using main idea and details.
- Explain how an author develops the point of view of the narrator or speaker.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as words to develop a coherent understanding of a topic or issue.

Writing

The student will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

The student:

- Engages and orients the reader by establishing a context, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically.
- Uses narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provides a conclusion that logically follows the narrated experiences or events.

The student will write arguments to support claims with clear reasoning and relevant evidence.

The student:

- Introduces claim(s) and organizes reasoning and evidence clearly.
- Supports claim(s) with clear reasoning and relevant evidence, uses credible sources, and demonstrates an understanding of the topic.
- Uses words, phrases, and clauses to clarify the relationship among claim(s) and reasons.
- Establishes and maintains a formal style.
- Provides a concluding statement or section that follows the argument presented.

The student will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

The student:

- Introduces a topic by organizing ideas, concepts, and information with strategies such as definition, classification, compare/contrast, and cause/effect.
- Includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to comprehension.

- Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Uses precise language and domain-specific vocabulary to inform about or explain the topic.
- Provides a concluding statement or section that follows the information or explanation presented.

Language

The student will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. The student:

- Uses punctuation to separate items in a series.
- Uses a comma to separate an introductory element from the rest of the sentence.
- Uses a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- Uses underlining, quotation marks, or italics to indicate titles of literary works.
- Spells grade-appropriate words correctly; consulting references as needed.

Speaking/Listening

- 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.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 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.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.
- 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.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

The City of St. Charles R-VI School District Proficiency Scales

City of Saint Charles School District

Communication Arts Scope and Sequence Grades K-6

Reading Standards for Literature: Key Ideas and Details						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• With prompting and support, ask and answer questions about key details in a text • With prompting and support, retell familiar stories, including key details • With prompting and support, identify characters, settings, and major events in a story	• Ask and answer questions about key details in a text • Retell stories, including key details, and demonstrate understanding of their central message or lesson • Describe characters, settings, and major events in a story using key details	• Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Recount stories, including fables & folktales from diverse cultures, and determine their central message, lesson, or moral • Describe how characters in a story respond to major events or changes	• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text • Describe characters in a story (traits, motivations, feelings) and explain how their actions contribute to the sequence of events	• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text; summarize the text • Describe in depth a character, setting, or event in a story, drawing specific details of the text (character's thoughts, words, or actions)	• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (how characters interact)	• Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • 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 • 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

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Literature: Craft and Structure						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Ask and answer questions about unknown words in a text • Recognize common types of texts (storybooks, poems) • With prompting and support, name the author and illustrator and define the role of each in telling the story	• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses • Explain major differences between books that tell stores and books that give information, drawing on a wide reading of a range of text types • Identify who is telling the story at various points in a text	• Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action • Acknowledges differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud	• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Distinguish their own point of view from that of the narrator or those of the characters	• Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (Herculean) • Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (verse, rhythm, meter) and drama (cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text • Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations	• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes • Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem • Describe how a narrator's or speaker's point of view influences how events are described	• 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 • 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 • Explain how an author develops the point of view of the narrator or speaker in a text

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Literature: Integration of Knowledge and Ideas						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts) • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	• Use the illustrations and details in a story to describe its characters, setting, or events • Compare and contrast the adventures and experiences of characters in stories	• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot • Compare and contrast two or more versions of the same story (Cinderella stories) by different authors or from different cultures	• Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting) • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (in books from a series)	• Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text • Compare and contrast the treatment of similar themes and topics (opposition of good and evil) and patterns of events (the quest) in stories, myths, and traditional literature from different cultures	• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (graphic novel, multimedia presentation of fiction, folktale, myth, poem) • Compare and contrast stories in the same genre (mysteries, and adventure stories) on their approaches to similar themes and topics	• Compare and contrast the experience of reading a story, drama, or poem listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch • Compare and contrast texts in different forms or genres (stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Literature: Range of Reading and Level of Text Complexity						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Actively engage in group reading activities with purpose and understanding	• With prompting and support, read prose and poetry of appropriate complexity for grade 1	• By the end of the year, read and comprehend literature, including stores and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range	• By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently	• By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range	• By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently	By the end of the year, read and comprehend literature including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Informational: Key Ideas and Details						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• With prompting and support, ask, and answer questions about key details in text • With prompting and support, identify the main topic and retell key details of a text • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	• Ask and answer questions about key details in a text • Identify the main topic and retell key details of a text • Describe the connection between tow individuals, events, ideas, or pieces of information in a text	• Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text	• Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers • Determine the main idea of a text; recount the key details and explain how they support the main idea • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect	• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text • Determine the main idea of a text and explain how it is supported by key details; summarize the text • Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information from the text	• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from text • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text • Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text	• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • 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 • Analyze in detail how a key individual, event , or idea is introduced, illustrated, and elaborated in a text (through examples anecdotes)

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Informational: Craft and Structure						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• With prompting and support, ask and answer questions about unknown words in a text • Identify the front cover, back cover, and title page of a book • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	• Ask and answer questions to help determine or clarify meaning of words and phrases in a text • Know and use various text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	• Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area • Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently • Identify the main purpose of a text, including what the author wants to answer, explain, or describe	• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area • Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently • Distinguish their own point of view from that of the author of a text	• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided	• Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic of subject area • Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	• Determine the meaning of words and phrases as they are used in a text, including figurative language, connotative, and technical meanings • 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 • Determine author's point of view or purpose in a text and explain how it is conveyed in the text

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Informational: Integration of Knowledge and Ideas						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts) • With prompting and support, identify the reasons an authors gives to support points in a text • With prompting and support, identify basic similarities and differences between two texts on the same topic (illustrations, descriptions, or procedures)	• Use illustrations and details in a text to describe its key details • Identify the reasons an author gives to support points in a text • Identify basic similarities and differences between two texts on the same topic (in illustrations, descriptions, or procedures)	• Explain how specific images (a diagram showing how a machine works) contributes to and clarify a text • Describe how reasons support specific points the author makes in a text • Compare and contrast the most important points presented by two texts on the same topic	• Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when why, ad how key events occur) • Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence) • Compare and contrast the most important points and key details presented in two texts on the same topic	• Interpret information presented visually, orally, or quantitatively (in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the txt in which it appears • Explain how an author uses reasons and evidence to support particular points in a text • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	• Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	• Integrate information presented in different media or formats (visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue • 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 • Compare and contrast one author's presentation of events with that of another (memoir written by and a biography on the same person)

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Informational: Range of Reading and Level of Text Complexity						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Actively engage in group reading activities with purpose and understanding	• With prompting and support, read informational texts appropriately for complex for grade 1	• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band proficiently, with scaffolding as needed at the high end of the range	• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 band independently and proficiently	• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band proficiently, with scaffolding as needed at the high end of the range	• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 band independently and proficiently	• By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 6-8 band proficiently, with scaffolding as needed at the high end of the range

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Foundational Skills: Print Concepts						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Demonstrate understanding of the organization and basic features of print • Follow words from left to right, top to bottom, and page by page • Recognize that spoken words are represented in written language by specific sequences of letters • Understand that words are separated by spaces in print • Recognize and name all upper- and lowercase letters of the alphabet	• Demonstrate understanding of the organization and basic features of print • Recognize the distinguishing features of a sentence (e.g.-first word, capitalization, ending punctuation)	• Not Applicable	• Not Applicable	• Not Applicable	• Not Applicable	• Not Applicable

The City of St. Charles R-VI School District Proficiency Scales

Reading Standards for Foundational Skills: Phonological Awareness						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**Kindergarten**	**1st Grade**	**2nd Grade**
• Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • Count, pronounce, blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes)	• Not Applicable	• Not Applicable	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Recognize and produce rhyming words • Count, pronounce, blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (This does not include CVC's ending with /l/, /r/, or /x/) • Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words	• Demonstrate understanding of spoken words, syllables, and sounds (phonemes) • Distinguish long from short vowel sounds in spoken single-syllable words • Orally produce single-syllable words by blending sounds (phonemes) including consonant blends • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words • Segment spoken single syllable words into their complete sequence of individual sounds (phonemes)	• Not Applicable

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Reading Standards for Foundational Skills: Fluency						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Read emergent-reader texts with purpose and understanding	• Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary	• Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level text orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary	• Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary	• Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary	• Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on succession readings • Use context to confirm or self-correct word recognition and understanding, rereading as necessary	• Not Applicable

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Writing Standards K-6 – Text Types and Purposes						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…) • Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events	• Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure • Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure • Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened , use temporal words to signal event order, and provide some sense of closure	• Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and , also) to connect opinion and reasons, and provide a concluding statement or section • Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure	• Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. • Write information/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases	• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections: include	• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses. Provide a concluding statement or section related to the opinion presented. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and	• Write arguments to support claims with clear reasons and relevant evidence. Introduce claim and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,

the order in which they occurred, and provided a reaction to what happened			to connect ideas within categories of information. Provide a concluding statement or section. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize and event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or sow the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.	formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and	focus, and group related information logically: include formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event	organization, and analyses of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows form the

				introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.	sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.	information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive

						details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.

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Writing Standards K-6 – Production and Distribution of Writing						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers	• With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed • With guidance and support from adults, se a variety of digital tools to produce and publish writing, including in collaboration with peers	• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing • With guidance and support from adults, us a variety of digital tools to produce and publish writing, including in collaboration with peers	• With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • With guidance and support from adults, use technology to produce and publish writing using keyboard skills as well as to interact and collaborate with others	• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying new approach. • With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • With some guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

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Writing Standards K-6 – Range of Writing						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Begins in grade 3	• Begins in grade 3	• Begins in grade 3	• 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 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 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 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

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Speaking and Listening Standards: Comprehension and Collaboration						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Continue a conversation through multiple exchanges • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • Ask and answer questions in order to seek help, get information, or clarify	• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Build on other's talk in conversations by responding to the comments of others through multiple exchanges. • Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	• Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups • Follow agreed up on rules for discussions • Build on other's talk in conversations by linking their comments to the remarks of others • Ask for clarification and further explanation as needed about the topics and texts under discussion. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • Ask and	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions. • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow agreed upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion. • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comment that contribute to the topic, text, or issue

something that is not understood.		answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	discussion. • Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	• Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Identify the reasons and evidence a speaker provides to support particular points.	• Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. • Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. • Delineate a speaker's argument and specific claims that are supports by reasons and evidence from claims that are not.

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Speaking and Listening Standards: Presentation of Knowledge and Ideas						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Describe familiar people, places, things, and events, with prompting and support, provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional details. • Speak audibly and express thoughts, feelings, and ideas clearly	• Describe familiar people, places, things, and events, with relevant details, expressing ideas and feelings clearly. • Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings • Produce complete sentences when appropriate to task and situation.	• Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. • Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	• Report on a topic of text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace • Include multimedia component and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	• 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 clean pronunciation. • Include multimedia components and visual displays in presentations to clarify information. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Language Standards: Conventions of Standard English						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**Kindergarten**
• Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds.	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. -Print all upper- and lowercase letters. -Use common, proper, and possessive nouns. -Use singular and plural nouns with matching verbs in basic sentences. -Use personal, possessive, and indefinite pronouns. -Use verbs to convey a sense of past, present, and future. -Use frequently occurring adjectives. - Use frequently occurring conjunctions. - Use determiners. - Use frequently occurring prepositions. -Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use collective nouns. - Form and use frequently occurring irregular plural nouns. -Use reflexive pronouns. -Form and use the past tense of frequently occurring irregular verbs. -Use adjectives and adverbs, and choose between them depending on what is to be modified. -Produce, expand, and rearrange complete simple and compound sentences. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Capitalize holidays, product names, and	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns. - Form and use regular and irregular verbs. - Form and use the simple verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. • Demonstrate command of the	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use relative pronouns and relative adverbs. - Form and use the progressive verb tenses. - Use modal auxiliaries to convey various conditions. - Order adjectives within sentences according to conventional patterns. - Form and use prepositional phrases. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. - Correctly use frequently confused words. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use correct capitalization. - Use commas and	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. - Form and use the perfect verb tenses. - Use verb tense to convey various times, sequences, states, and conditions. - Recognize and correct inappropriate shifts in verb tense. - Use correlative conjunctions. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation to separate items in a series. - Use a comma to separate an introductory element from the rest of the sentence.	• Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. -Print many upper and lower case letters. -Use frequently occurring nouns and verbs. -Form regular plural nouns orally by adding /s/ or /es/. -Understand and use question words. -Use the most frequent occurring prepositions. -Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in writing. -Capitalize the first word in a sentence and the pronoun I. -Recognize and name end punctuation. -Write a letter or letters for most consonant and short vowel sounds. -Spell simple words

-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	to prompts. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Capitalize dates and names of people. - Use end punctuation for sentences. - Use commas in dates and to separate single words in a series. - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	geographic names. - Use commas in greetings and closings of letters. -Use an apostrophe to form contractions and frequently occurring possessives. - Generalize learned spelling patterns when writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. - Use spelling patterns and generalizations in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	quotation marks to mark direct speech and quotations from a text. - Use a comma before a coordinating conjunction in a compound sentence. - Spell grade-appropriate words correctly, consulting references as needed.	- Use a comma to set off the words *yes* and *no* to set off a tag question from the rest of the sentence, and to indicate direct address. - Use underlining, quotation marks, or italics to indicate titles of works. - Spell grade-appropriate words correctly, consulting references as needed.	phonetically, drawing on knowledge of sound-letter relationships.

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Language Standards: Knowledge of Language						
Begins in grade 2	Begins in grade 2	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English.	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English.	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate.	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.
Begins in grade 2	Begins in grade 2	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Compare formal and informal uses of English.	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases for effect. - Recognize and observe differences between the conventions of spoken and written standard English.	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Choose words and phrases to convey ideas precisely. - Choose punctuation for effect. - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate.	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.	• Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone.

Language Standards: Vocabulary Acquisition and Use						
Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**	**5th Grade**	**6th Grade**
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. - Identify new meanings for familiar words and apply them accurately. -Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. • With guidance and support from adults, explore word relationships and nuances in word meanings. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. -Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Use frequently occurring affixes as a clue to the meaning of a word. - Identify frequently occurring root words and their inflectional forms. • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. -Define words by category and by one or more key attributes. - Identify real-life	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known prefix is added to a known word. -Use a known root word as a clue to the meaning of an unknown word with the same root. -Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). - Use glossaries and	• Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - Determine the meaning of the new word formed when a known affix is added to a known word. - Use a known root word as a clue to the meaning of an unknown word with the same root. - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships and nuances in word meanings. - Distinguish the literal and nonliteral meanings of words and phrases in	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Explain the meaning of simple similes and metaphors in context. - Recognize and explain the meaning of common idioms,	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including similes and metaphors, in context. - Recognize and explain the meaning of common idioms, adages, and proverbs.	• 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. - Use context as a clue to the meaning of a word or phrase. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. - Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. - Verify the preliminary determination of the meaning of a word or phrase. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g., personification) in context.

- Identify real-life connections between words and their use. -Distinguish shades of meaning among verbs describing the same general action. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	connections between words and their use. - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. • Demonstrate understanding of word relationships and nuances in word meanings. -Identify real-life connections between words and their use. -Distinguish shades of meaning among closely related verbs and closely related adjectives. • Use words and phrases acquired through conver-ations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	context. - Identify real-life connections between words and their use. - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. • Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	adages, and proverbs. - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.	- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. - Distinguish among the connotations (associations) of words with similar denotations (definitions). • 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.

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	Reading Essential Standard: Reads and Comprehends Text Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student:** ● Reads and comprehends text at a level X. **The student exhibits no major errors or omissions.**	-Teacher college running records -Reading A-Z -Fountas and Pinnell -Easy CBM passages
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Reads and comprehends text at a level V or W. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-Teacher college running records -Reading A-Z -Fountas and Pinnell -Easy CBM passages
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	Reading Essential Standard: Reads Fluently Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student:** ● When reading a level X text, reads with appropriate rate (125-160 wpm), phrasing, pausing, and expression with accuracy. **The student exhibits no major errors or omissions.**	-Teacher College Benchmarks -Running records -Easy CBM.com -DIBELS
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● When reading a level V or W text, reads with appropriate rate (115-150 wpm), phrasing, pausing, and expression with accuracy. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-Teacher College Benchmarks -Running records -Easy CBM.com -DIBELS
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6	Reading Essential Standard: Develops Vocabulary Through Text Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student:** ● Determines the meaning of words and phrases as they are used in level X text. **The student exhibits no major errors or omissions.**	-Determine correct word meaning within a level X text (obtrusive) -Determine the connotative, figurative, or technical meaning of a word or phrase using a constructed response on a level X text (obtrusive) -Determine the impact of a specific word choice on meaning and tone through conferencing (unobtrusive) -Provides an explanation of meaning for a teacher selected word during a reading conference on a level X text (unobtrusive)
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Identifies the meaning of words and phrases as they are used in levels V, W, or X texts. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-Identify correct word meaning from a selected response list within a level V,W, or X text (obtrusive) -Identify the connotative, figurative, or technical meaning of a word or phrase using a constructed or selected response on a levels V,W, or X text (obtrusive) -Identify the impact of a specific word choice on meaning and tone through conferencing (unobtrusive) -Provides an explanation of meaning for a teacher selected word during a reading conference on a levels U,V, or W text (unobtrusive)
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6	Reading Essential Standard: Analyzes Text - Fiction Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student will:** ● Compare and contrast similar themes and topics in different forms or genres in grade-level texts. ● Determine a theme or central idea of a text and how it is conveyed through particular details. **The student exhibits no major errors or omissions.**	- Book clubs - Read alouds -Provide students with two texts on different topics and compare themes (science fiction to historical fiction with the same conflict; similar themes such as perseverance or being true to yourself) -Compare a text to other media (example-read a book and watch a play based on the same novel)
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Determine the themes and topics in different forms or genres in grade-level band of texts. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	- Book clubs - Read alouds -Provide students with a passage to determine themes or central idea.
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6	Reading Essential Standard: Analyzes Text - Nonfiction Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student will:** ● Analyze how a particular sentence, paragraph, chapter, or section fits into the overall section of a text and contributes to the development of the ideas. ● Analyze in detail how a key individual or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes). **The student exhibits no major errors or omissions.**	- Book clubs - Read alouds -Social Studies and Science text books, articles, or supplementary materials. -Provide students with two passages on different topics and compare themes (Baseball and Helen Keller; perseverance) -Provide students with two passages on the same topic from different perspectives or genres and compare (for example Nazi vs. a Jewish person) -Compare and contrast one author's presentation of events and purpose with that of another on a grade level text. -Compare a biography and a memoir -Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples or anecdotes) -Students participate in book clubs where they are reading about the same topic but all reading different books -Constructed response assessments
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Identify the appropriate placement of a sentence, paragraph or chapter within the larger text. ● Determine the key idea. ● Determine the author's point of view in the text. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-Book clubs -Read alouds -Venn diagrams -Selected response assessments -Short answer assessments
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6	Reading Essential Standard: Summarizes Fiction Text with Story Elements Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student will:** ● Summarize a level X text using setting, point of view, conflict, climax, and resolution. **The student exhibits no major errors or omissions.**	-Read alouds -Book clubs -Independent reading -Use a variety of plot diagrams to analyze plot -Use "somebody, wanted, but, so, then" format for summarizing -Provide sample summaries and analyze effectiveness of summaries -Provide a summary that includes personal judgements or opinions for revising -Summarizes narrative nonfiction -Determine how a story would differ if the point of view differed
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Complete a story-plot diagram of a level V, W, or X text using setting, point of view, conflict, climax, and resolution.	-Complete graphic organizers for story plot. Read alouds -Book clubs -Independent reading -Use a variety of plot diagrams to analyze plot -Use "somebody, wanted, but, so, then" format for summarizing -Provide sample summaries and analyze effectiveness of summaries -Provide a summary that includes personal judgements or opinions for revising -Summarizes narrative nonfiction -Determine how a story would differ if the point of view differed
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	Reading Essential Standard: Summarizes Nonfiction Text using Main Idea and Supporting Details Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student will:** ● Summarize a grade-appropriate text using main idea and details. **The student exhibits no major errors or omissions.**	-Read alouds -Book clubs -Independent reading -Turn and talks -Teach a partner -Use main idea templates (example Box and Bullets, fist and five fingers, clusters and "the Reporter's Formula") -From a passage or text, determine relevant and irrelevant information -Provide sample summaries and analyze effectiveness of summaries -Provide a summary that includes personal judgments or opinions for revising -Utilize text features to determine main ideas
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Summarize, using a graphic organizer, to identify the main idea and details. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-Read alouds -Book clubs -Independent reading -Turn and talks -Teach a partner -Use main idea templates (example Box and Bullets, fist and five fingers, clusters and "the Reporter's Formula") -From a passage or text, determine relevant and irrelevant information -Provide sample summaries and analyze effectiveness of summaries -Provide a summary that includes personal judgments or opinions for revising -Utilize text features to determine main ideas
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	Reading Essential Standard: Thinks Beyond Text - Fiction Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student will:** ● Explain how an author develops the point of view of the narrator or speaker. ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **The student exhibits no major errors or omissions.**	-Using character's dialogue and actions to explain point of view -Describe how a story might change if told from another point of view (for instance, Hunger Games as retold from the point of view of Gale or Peeta) -Constructed response requiring evidence from the text to support an answer
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Determine an author's point of view. ● Retell information explicitly given in a text as well as infer information from a text. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-Using character's dialogue and actions to explain point of view -Describe how a story might change if told from another point of view (for instance, Hunger Games as retold from the point of view of Gale or Peeta) -Constructed response requiring evidence from the text to support an answer
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	Reading Essential Standard: Thinks Beyond Text - Nonfiction Revised March 2013

Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The student will:** ● Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as words to develop a coherent understanding of a topic or issue. **The student exhibits no major errors or omissions.**	-Persuasive articles -Use diagrams, maps, charts, and numerical data for understanding. -Social studies and science texts
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● Identify the author's point of view. ● Identify textual evidence to support the author's point of view. **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-Persuasive articles -Use diagrams, maps, charts, and numerical data for understanding. -Social studies and science texts
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Narrative Writing: Structure (Overall, Lead, Transitions, Ending, and Organization)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** • wrote a story that had tension, resolution, and realistic characters conveyed an idea or lesson • wrote a beginning in which he/she not only set the plot or story in motion, but also hinted at the larger meaning the story would convey • used transitional phrases to connect what happened to why it happened such as *if he hadn't… he might not have… because of… although… and little did she know that…* • wrote an ending that connected to what the story was really about • gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator • used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers • created a sequence of events that was clear **The student exhibits no major errors or omissions.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● wrote a story of an important moment that read like a story even though it might be a true event ● wrote a beginning in which he/she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character ● used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flash-forward (early that morning, three hours later) ● wrote an ending that connected to the main part of the story where the character said, did, or realized something at the end that came from what happened in the story to give the reader a sense of closure ● used paragraphs to separate different parts or time of the story and to show hen a new character was speaking (some parts of the story were longer and more developed than others) **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● wrote the important part of an event bit by bit and took out unimportant parts ● wrote a beginning in which he/she showed what was happening and where, getting readers into the world of the story ● showed how much time went by with words and phrases that mark time such as *just then* and *suddenly* (to show when things happen quickly) or *after a while* and *a little later* (to show when a little time passed) ● wrote an ending that connected to the beginning or the middle of the story and used action, dialogue, or feeling to bring story to a close ● used paragraphs to separate the different parts or times of the story or to show when a new character was speaking	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Narrative Writing: Development (Elaboration & Craft)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** ● developed realistic characters and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story ● developed character traits through what characters said and did (developed some relationships among characters to show why they acted and spoke as they did ● told the internal as well as the external story ● chose several key parts to stretch out and several to move through more quickly ● wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events and to bring forth meaning ● not only varied his/her sentences to create the pace and tone of the narrative and to engage readers, but also used language that fit the story's meaning, for example, in parts that had dialogue, different characters used different kinds of language **The student exhibits no major errors or omissions.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● developed characters, setting, and plot throughout his story, especially the heart of the story by using a blend of description, action, dialogue, and thinking ● showed why characters did what they did by including their thinking and their responses to what happened ● slowed down the heart of the story by making less important parts of the story shorter and less detailed and by blending storytelling and summary as needed ● included precise details and used figurative language so that readers could picture the setting, characters, and events by using some objects or actions as symbols to bring forth his/her meaning ● varied his/her sentences to create the pace and tone of the narrative **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● added more to the heart of his/her story, including not only actions and dialogue but also thoughts and feelings ● showed why characters did what they did by including their thinking ● made some parts of the story go quickly, and some slowly ● included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his/her story to life ● used a storytelling voice and conveyed the emotion or tone of the story through description, phrases, dialogue, and thoughts	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Narrative Writing: Language Conventions (Spelling & Punctuation)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** ● used resources to be sure the words in her writing were spelled correctly ● used punctuation to help set a mood, convey meaning, and/or build tension in his story **The student exhibits no major errors or omissions.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● used what he/she knew about word families and spelling rules to help him/her spell and edit ● used the word wall and dictionaries as needed ● used commas to set off introductory parts of sentences such as *One day at the park, I went on the slide*, he/she also used commas to show talking directly to someone, such as *Are you mad, Mom?* **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● used what he/she knew about word families and spelling rules to help her spell and edit ● used the word wall and dictionaries when needed ● when writing long, complex sentences, the writer uses commas to make them clear and correct	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Opinion Writing: Structure (Overall, Lead, Transitions, Ending, and Organization)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** ● not only staked a position that could be supported by a variety of trustworthy sources, but also built his/her argument and led to a conclusion in each part of the text ● wrote an introduction that helped readers to understand and care about the topic of text and thought backwards between the piece and the introduction to make sure that the introduction fit with the whole ● not only clearly stated his/her claim, but also named the reasons he/she would develop later and told his/her readers how the text would unfold ● used transitional phrases to help readers understand how the different parts of the piece fit together to support his/her argument ● wrote a conclusion in which he/she restated the main points of the essay, perhaps offering a lingering thought or new insight for readers to consider with an ending that added to and strengthened the overall argument ● arranged paragraphs, reasons, and evidence purposefully, leading readers from one claim or reason to another ● wrote more than one paragraph to develop a claim or reason **The student exhibits no major errors or omissions**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason ● wrote an introduction that led to a claim or thesis and got his/her readers to care about the opinion by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic ● worked to find the precise words to state his/her claim; he/she let readers know the reasons that would be developed later ● used transitional words and phrases such as *this shows that…* to connect evidence back to the reasons ● helped readers follow his/her thinking with phrases such as another reason, the most important reason, consequently, because of, specifically and in particular ● worked on a conclusion in which he/she connected back to and highlighted what the text was mainly about, not just the preceding paragraph ● grouped information and related ideas into paragraphs and put the parts of his/her writing in the order that most suited his/her and helped him/her prove his/her reason and claim **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● stated his/her claim about a topic or a text and tried to support his/her reasons ● wrote a few sentences to hook the reader, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information ● used words and phrases to glue parts of the piece together (*for example, one time, for instance* to show when shifting from saying reasons to giving evidence), (*in addition to,* and *another* to show when he/she wanted to make a new point) ● wrote an ending which restated and reflected on his/her claim, perhaps suggesting an action or response based on what he/she had written ● separated sections of information using paragraphs	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Opinion Writing: Development (Elaboration & Craft)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** ● included and arranged a variety of evidence to support his/her reasons ● used trusted sources and information from authorities on the topic ● explained how her evidence strengthened his/her argument by explaining exactly which evidence supported which point ● acknowledged different sides of the argument ● chose words deliberately to be clear and to have an effect on his/her readers ● reached for precise words phrases, metaphors, analogies or images that would help convey his/her ideas and strengthen the argument ● chose how to present evidence and explained why and how the evidence supported his/her claim ● used shifts in his/her tone to help readers follow the argument and made the piece sound serious **The student exhibits no major errors or omissions.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● gave reasons to support his/her opinion that were parallel and did not overlap and put them in an order that he/she thought would be most convincing ● included evidence such as facts, examples, quotations, mircro-stories, and information to support his/her claim ● discussed and unpacked the way that the evidence went with the claim ● made deliberate word choice to have an effect on readers ● reached for the precise phrase, metaphor, or image that would convey his/her ideas ● made choices about how to angle his/her evidence to support his/her points ● tried to use a scholarly voice and varied sentences to create the pace and tone of different sections of the piece **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● gave reasons to support his/her opinion ● included examples and information to support his reasons, perhaps from a text, his/her knowledge, or life ● made a deliberate word choice to convince readers, perhaps by emphasizing or repeating words that make readers feel emotions ● chose precise details and facts to help make points and used figurative language to draw readers into the line of thought ● made choices about which evidence was best to include or not to include to support points and used a convincing tone	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Opinion Writing: Language Conventions (Spelling & Punctuation)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** ● used resources to be sure the words in his/her writing were spelled correctly, including returning to sources to check spelling ● used punctuation such as dashes, parentheses, colons, and semicolons to help him include or connect extra information and explanation in some of his/her sentences **The student exhibits no major errors or omissions.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● used what he/she knew about word patterns to spell correctly and used references to help spell words when needed ● correctly spelled words that were important to the topic ● used commas to set off introductory parts of sentences, for example, *At this time in history* and *it was common to*… ● used a variety of punctuation to fix any run-on sentences ● used punctuation to cite sources **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● used what he/she knew about word families and spelling rules to help spell and edit ● used word wall and dictionaries to help when needed ● used commas in writing long, complex sentences to make them clear and correct ● used periods to fix run-on sentences	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Information Writing: Structure (Overall, Lead, Transitions, Ending, and Organization)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** ● conveyed ideas and information about a subject and sometimes incorporated essays, explanations, stories, or procedural passages into his/her writing ● wrote an introduction in which he/she interested readers, perhaps with a quote or significant fact (may have included own ideas about the topic) ● let readers know the subtopics that he/she would develop later and how the text would unfold ● transition words to help readers understand how different bits of information and different parts of the writing fit together ● transitions such as for instance, in addition, therefore, such as, because of, as a result of, etc. to connect, compare, contrast, and imply relationships ● wrote a conclusion that restated the important ideas and offered a final insight or implication for readers to consider ● used subheadings and/or clear introductory transitions to separate sections and made deliberate structures and text features to emphasize key points ● used transitions, introductions, and topic sentences to pop out the main points in multiple paragraphs in some sections **The student exhibits no major errors or omissions.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● used different kinds of information to teach about the subject and sometimes included little essays, stories, or how-to sections in his/her writing ● wrote an introduction in which he/she helped readers get interested in and understand the subject by letting readers know the subtopics that would develop later as well as the sequence ● when writing about the results, he/she used words and phrases such as *consequently, as a result*, and *because of this*; when comparing information he/she used phrases such as in *contrast, by comparison, and especially*; in narrative parts he/she used phrases that go with stories such as a *little later and three hours later*; in sections stating an opinion, used words such as *but the most important reason, for example, and consequently* ● wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider ● organized writing into a sequence of separate sections (may have used headings, subheadings) ● wrote each section according to an organizational plan shaped partly by the genre of the section **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● taught readers different things about a subject by putting facts, details, quotes, and ideas into each part of the writing ● hooked the reader by explaining why the subject mattered, telling a surprising fact or giving a big picture ● let the reader know that he/she would teach them different things about a subject ● used words in each section that helped readers understand how one piece of information connected with others (if the section was written in sequence, he/she used words such as *before, later, next, then, and after*), (if section was organized in kinds or parts, he/she used words such as *another, also, and for example*) ● wrote an ending in which he/she reminded readers of her subject and may have suggested a follow-up action or left readers with a final insight by adding thoughts, feelings, and questions about the subject at the end ● grouped information into sections and used paragraphs and sometimes chapters to separate those sections with each section having information that was mostly about the same thing (may have used headings and subheadings)	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Information Writing: Development (Elaboration & Craft)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** ● chose a focused subject, included a variety of information, and organized his/her points to best inform readers ● used trusted sources and information from authorities on the topic and gave the sources credit for important excerpts in the text and in a bibliography ● worked to make the information understandable and interesting by referring to earlier parts of the text, summarizing background information, raising questions, and considering possible implications ● chose words carefully to explain the information and ideas and have an effect on readers by incorporating domain-specific vocabulary and explained these terms to readers ● worked to include exact phrases, comparisons, analogies, and/or images to explain information and concepts to keep readers engaged ● chose how to present information to clearly convey why and how the information supported his/her points ● supported readers' learning by shifting within a consistent teaching tone as appropriate by using language and sentence structure that matched with his/her teaching purpose throughout the piece **The student exhibits no major errors or omissions.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● worked to make information understandable to readers by referring to earlier parts of the text and summarizing background information ● let readers know when he/she was discussing facts and when offering own thinking ● made deliberate word choices to have an effect on readers by using vocabulary of experts and explaining key terms ● worked to include the exact phrase, comparisons or image that would explain information and concepts ● not only made choices about which details and facts to include but also made choices about how to convey his/her information so it would make sense to readers by blending storytelling, summary, and other genres as needed and used text features ● used a consistent, inviting, teaching tone and varied his/her sentences to help readers take in and understand the information **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● got his/her information from talking to people, reading books, and from his/her own knowledge and observations ● made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con (may have used diagrams, charts, headings, bold words, and definition boxes to help teach readers) ● made deliberate word choices to teach readers by using and repeating key words about the topic ● may have used interesting comparisons and figurative language to clarify points ● made choices about which information to include or not include and used a teaching tone using phrases such as that means… what that really means is…, and let me explain…	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

The City of St. Charles R-VI School District Proficiency Scales

Grade Level: 6th	**Information Writing: Language Conventions (Spelling & Punctuation)** Revised 6/13/13	
Score	Expectation Descriptor	Sample Tasks
4	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	
3	**The writer:** ● used resources to be sure the words in his/her writing were spelled correctly, including technical vocabulary ● used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra information and explanation in some of his/her sentences **The student exhibits no major errors or omissions.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
2+	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.**	
2	**There are no major errors or omissions regarding the simpler details and processes as the writer:** ● used what he/she knew about word families and spelling rules to help him/her spell and edit ● used the word wall and dictionaries to help when needed ● used commas to set of introductory parts of sentences (As you might know,) ● used a variety of punctuation to fix any run-on sentences ● used punctuation to cite sources **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces
1+	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.**	
1	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes, the writer:** ● used what he/she knew about word families and spelling rules to help spell and edit ● used word wall and dictionaries to help when needed ● used commas in writing long, complex sentences to make them clear and correct	-On Demand Narrative Assessment-Prompt -Conferring Notes -Published Pieces

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	August-September Revised March 2013

Reader's Workshop Big Ideas:	Writer's Workshop Big Ideas:
Readers will: **Fiction** ● Adhere to reader's workshop norms ● Compare and contrast genres (historical fiction, realistic fiction, fantasy, and science fiction) ● Find appropriate fiction texts ● Build reading stamina through logs at home and school ● Establish the characteristics of a reader ● Use 96% accuracy when determining just right books and reading aloud ● Use a variety of strategies when developing vocabulary for decoding and meaning ● Use story elements to begin summarizing narrative texts **Interactive Read Aloud:** **Fiction** ● Reading engagement ● Character education/citizenship ● Genre demonstrations **Narrative Texts** ● Reading engagement ● Consistently use strategies for noticing unknown words ● "Front-loading" or "give and go" specialized words requiring teacher explanation ● Modeling monitoring strategies through think alouds **Thinking Strategy:** Monitoring **Comprehension Strategy:** Determining unknown word meaning	Writers will: ● Adhere to the writer's workshop norms ● Share personal thoughts and feelings through writing ● Construct writer's territories and authority lists ● Establish the characteristics of a writer ● Use the five steps of the writing process: Prewrite, Draft, Revise, Edit, and Publish In narrative writing: ● Develop a plan for nonfiction narrative writing using a graphic organizer ● Develop characters, setting, conflict, and conclusion ● Revise using peer conferences (monitoring for meaning) ● Publish nonfiction narrative
Common Language: Book shopping, just right books, reader's notebook, reading log, conference, stop n jots, turn and talk, book talk, fluency, accuracy, front-loading, give and go, stamina	**Common Language:** Mentor text, revise, edit, publish, leads, conclusion, writer's territories/authority list, free writes, writer's circle, peer conferences, 3,2,1 (3 things to fix, 2 confusions, 1 praise), praise and polish

Assessment/ Report Card Standards: Teacher's College benchmarks (running records), conference, STAR ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Summarizes text with story elements	**Assessment/ Report Card Standards:** Conference, Writing scoring guide ● Composes a narrative text ● Composes text using appropriate conventions
Resources: Continuum of Literacy Learning, Lucy Calkins Unit of Study, Common Core	**Resources:** Ralph Fletcher, Nancy Atwell

Word Work: ● Spell a full range of plural words ● Identify similes and metaphors in text and determine their meaning **Resources:** Sitton Spelling, Words their Way, Language of Literature	**Assessment/ Report Card Standards:** ● Develops vocabulary through text ● Composes text using appropriate conventions

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	October Revised March 2013

Reader's Workshop Big Ideas: Reader will: ● Find appropriate fiction or narrative nonfiction texts ● Participate in fiction and narrative nonfiction book clubs centered around a common theme or topic ● Analyze in detail how a key individual or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes) ● Determine connotative meanings of words ● Notice, comment on, and actively work to acquire new vocabulary and intentionally use it ● Use appropriate expression when reading aloud both fiction and nonfiction ● Use story elements to summarize narrative texts **Interactive Read Aloud:** **Narrative Texts** ● Model completion of story plot graphic organizer ● Character traits ● Model completing jots and their purpose ● Making connections and predictions using schema in think alouds ● Making comparisons of characters ● Identify idioms **Thinking Strategy:** Schema **Comprehension Strategy:** Summarizing, Compare and contrast	**Writer's Workshop Big Ideas:** Writer will: In fictional narrative writing: ● Develop a plan for fiction narrative writing using a graphic organizer ● Develop multidimensional characters through dialogue and actions ● Develop setting through culture, dialects, and descriptions ● Revise narrative using appropriate connotative word choice ● Revise narrative to explode the moment using sensory details ● Edit to use commas appropriately ● Edit mechanics in dialogue ● Publish and share with an audience
Common Language: Monitoring, schema, appropriate expression, book clubs, theme, visualizing	**Common Language:** Explode the moment, connotative word choice

Assessment/ Report Card Standards: Teacher's College benchmarks (running records), conference, teacher-created assessments ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Summarizes text with story elements	**Assessment/ Report Card Standards:** Conference, writing scoring guide ● Composes a narrative text ● Composes text using appropriate conventions
Resources: Lucy Calkins resource CD, Tackling Complex Texts Unit of Study, Common Core, Strategies that Work	**Resources:** Ralph Fletcher, Nancy Atwell, Lucy Calkins: A Curricular Plan for the Writing Workshop (Unit 2)

Word Work: Spell a full range of possessives Identify idioms in text and determine their meaning **Resources:** Sitton Spelling, Words their Way, Language of Literature	**Assessment/ Report Card Standards:** ● Develops vocabulary through text ● Composes text using appropriate conventions

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	November	Revised March 2013

Reader's Workshop Big Ideas:	Writer's Workshop Big Ideas:
Reader will: ● Demonstrate appropriate phrasing and pausing when reading aloud nonfiction ● Find appropriate expository nonfiction texts ● Determine the importance of text features used and construct meaning with the aid of text features ● Use text structure of expository nonfiction texts (compare/contrast, descriptive, cause/effect, main idea-details, chronological, order of importance) to aid in development of meaning ● Summarize using main idea and details ● Become an expert and teach partners about their reading ● Use context clues to determine technical word meaning ● Notice and use technical vocabulary specific to a topic **Interactive Read Aloud:** ● Model using text features to predict what the text will include ● Model using text features to organize thinking and add to understanding ● Model using text structures to comprehend expository text **Thinking Strategy:** Determining Importance **Comprehension Strategy:** Determine word meaning, determining text structures, summarizing	Writer will: In preparation for informative writing: ● Analyze and jot noticings of informational mentor texts ● Develop research questions ● Use critical thinking to determine credible sources ● Gather relevant information from multiple sources ● Paraphrase data while avoiding plagiarism and document sources ● Organize information (note-taking)
Common Language: Text structure, text feature, determining importance, technical words, synthesizing	**Common Language:** Plagiarize, credible,mentor texts, research question, noticings, paraphrase, note-taking, source

Assessment/ Report Card Standards: Teacher's College benchmarks (running records), conference, teacher-created assessments ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Nonfiction- analyze text	**Assessment/ Report Card Standards:** Common narrative writing prompt ● Composes a narrative text ● Composes text using appropriate conventions
Resources: Nonfiction book tubs, Rigby books, Lucy articles, Navigating Nonfiction unit of study, Common Core	**Resources:** Study Driven by Katie Wood Ray, Lucy Calkins: A Curricular Plan for the Writing Workshop (Unit 3)

Word Work: Analyze and apply prefixes for word meaning. Identify examples of alliteration in text, analyze its impact on the text, and intentionally include in personal writing **Resources:** Sitton Spelling, Words their Way, Language of Literature	**Assessment/ Report Card Standards:** ● Develops vocabulary through text ● Composes text using appropriate conventions

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	December Revised March 2013

Reader's Workshop Big Ideas: Reader will: ● Demonstrate appropriate rate (125-160 wpm) when reading a grade-level text ● Compare and contrast one author's presentation of events and purpose with that of another on a grade level text ● Find appropriate hybrid nonfiction texts ● Use text structure of hybrid nonfiction texts (compare/contrast, descriptive, cause/effect, main idea-details, chronological, order of importance) to aid in development of meaning. ● Summarize using main idea and details ● Notice and use technical vocabulary specific to a topic ● Participate in book clubs and provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text **Thinking Strategy:** Synthesizing **Comprehension Strategy:** Determine word meaning, determining text structures, summarizing	**Writer's Workshop Big Ideas:** Writer will: In informative writing: ● Gather relevant information from multiple sources ● Paraphrase data while avoiding plagiarism ● Use the writing process to prewrite and draft an informative piece ● Use a narrative structure to help readers understand information and interest them in a topic ● Use organizational structures (for example, compare and contrast, cause and effect, temporal sequence, problem and solution, and description) ● Write an engaging lead and first section that orient the reader and provide an introduction to the topic ● Provide details, interesting examples, and quotations that develop the topic
Common Language: appropriate phrasing, pausing, hybrid, rate	**Common Language:** organizational structure, quotations, temporal sequence
Assessment/ Report Card Standards: Teacher's College benchmarks (running records), conference, teacher-created assessments, STAR ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Nonfiction- analyze text ● Thinks beyond text-nonfiction ● Summarizes Nonfiction Text using Main Idea and Supporting Details	**Assessment/ Report Card Standards:**

Resources: Common Core	**Resources:** Lucy Calkins: A Curricular Plan for the Writing Workshop (Unit 3)

Word Work: Analyze and apply suffixes for word meaning. Identify onomatopoeia in text and analyze its impact on the text **Resources:** Sitton Spelling, Words their Way, Language of Literature	**Assessment/ Report Card Standards:** ● Develops vocabulary through text ● Composes text using appropriate conventions

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	January	Revised March 2013

Reader's Workshop Big Idea: Reader will: ● Supplement understanding of book club topic with nonfiction text ● Participate in historical fiction book clubs ● Analyze characters with distinct attributes and unusual voices ● Analyze settings distant in time and geography from students' own experience ● Analyze dialects and/or non-English words and expressions in text **Thinking Strategy:** Questioning **Comprehension Strategy:** Inferring	**Writer's Workshop Big Ideas:** Writer will: In informative writing: ● Revise to include technical word choice ● Revise for a complete presentation of factual information ● Revise to include effective transitions ● Include features and other tools to provide information to the reader ● Revise using parentheses to explain further ● Edit using available resources ● Document sources accurately within text and a bibliography ● Publish and share with an audience
Common Language: dialect, historical fiction, attributes	**Common Language:** transitions, cite, bibliography, parentheses, thesaurus, technical words
Assessment/ Report Card Standards: Teacher's College benchmarks (running records), conference, teacher-created assessments ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Think beyond text-fiction	**Assessment/ Report Card Standards:** Common narrative prompt ● Composes a narrative text ● Composes an informative text ● Composes text using appropriate conventions
Resources: Lucy Calkins: A Curricular Plan for the Reading Workshop (Unit 7), Common Core	**Resources:** Lucy Calkins: A Curricular Plan for the Writing Workshop (Unit 3)

Word Work: Identify personification in text and determine its meaning **Resources:** Sitton Spelling, Words their Way, Language of Literature	**Assessment/ Report Card Standards:** ● Develops vocabulary through text ● Composes text using appropriate conventions

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	February Revised March 2013

Reader's Workshop Big Ideas: Reader will: ● Participate in historical fiction book clubs ● State an interpretation of the writer's underlying messages (themes) ● Changes opinions or understandings based on new information or insights gained from fiction or nonfiction text ● Summarize historical fiction book using story elements **Thinking Strategy:** Inferring **Comprehension Strategy:** Inferring	**Writer's Workshop Big Ideas:** Writer will: In argumentative writing: ● Analyze and jot noticings of argumentative mentor texts specifically thesis, facts, opinions, rebuttals, persuasive word choice, transitions, and call to action conclusions ● Gather relevant information from multiple sources ● Paraphrase data while avoiding plagiarism ● Use the writing process to pre-write
Common Language: Underlying message, interpretation, insights	**Common Language:**
Assessment/ Report Card Standards: ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Fiction-analyze text ● Think beyond text-nonfiction ● Summarizes text with story elements	**Assessment/ Report Card Standards:** Common informative prompt ● Composes an informative text ● Composes text using appropriate conventions
Resources: Lucy Calkins: A Curricular Plan for the Reading Workshop (Unit 7), Common Core	**Resources:** Lucy Calkins: A Curricular Plan for the Writing Workshop (Unit 4)

Word Work: Utilize and spell the correct homophone and/or homograph in writing **Resources:** Sitton Spelling, Words their Way, Language of Literature	**Assessment/ Report Card Standards:** ● Composes text using appropriate conventions

City of St. Charles Communication Arts Curriculum Map	**Grade: 6th**	**March** Revised March 2013

Reader's Workshop Big Ideas: Reader will: ● Understand and utilize functional texts (i.e. newspapers, periodicals, brochures, letters, advertisements, instructions) ● Understand relationships between subtopics and theme ● Analyze effectiveness of text features ● Compare biased and unbiased texts and evaluate author's purpose ● Summarize text with main idea and details ● Jot noticings from passages as a mentor text **Thinking Strategy:** Schema **Comprehension Strategy:** Summarizing	**Writer's Workshop Big Ideas:** Writer will: ● Draft an argumentative piece ● Use a persuasive structure to help readers understand information and interest them in a topic ● Write an effective thesis, supporting facts and opinions, and conclusion reflecting author's voice ● Revise to include effective examples and expert testimony that develop the topic ● Edit for consistency in verb tense ● Edit for a range of sentence types
Common Language: biased, unbiased, functional texts, periodical, subtopic, theme, effectiveness	**Common Language:**
Assessment/ Report Card Standards: Teacher's College benchmarks (running records), conference, STAR ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Nonfiction - Analyze Text ● Thinks beyond text - Nonfiction ● Summarizes Nonfiction text using main idea and supporting details	**Assessment/ Report Card Standards:** Cold Write ● Argumentative Writing
Resources: Common Core	**Resources:** Lucy Calkins: A Curricular Plan for the Writing Workshop (Unit 4)

Word Work: Learn the meanings of Greek and Latin roots. **Resources:** Words their Way	**Assessment/ Report Card Standards:** ● Composes text using appropriate conventions

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	April Revised March 2013

Reader's Workshop Big Ideas: Reader will: **Functional Nonfiction Texts:** ● Comprehend structure in standardized test passages ● Understand and respond to likely standardized test questions and prompts ● Utilize test-taking strategies (i.e. restating the question, process of elimination, using details from the text) **Thinking Strategy:** Monitoring **Comprehension Strategy:** Summarizing	**Writer's Workshop Big Ideas:** Writer will: ● Publish argumentative piece ● Participate in writer's celebration
Common Language: passage, excerpt, prompt, draw conclusions, article, best describes, contain, symbolize, constructed response, selected response	**Common Language:** argumentative
Assessment/ Report Card Standards: ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Summarizes text with story elements	**Assessment/ Report Card Standards:** Common Argumentative Prompt ● Composes an argumentative text ● Composes text using appropriate conventions
Resources: Lucy Calkins: A Curricular Plan for the Reading Workshop (Unit 7, Test Preparation), Buckle Down, Common Core	**Resources:** Lucy Calkins: A Curricular Plan for the Writing Workshop (Unit 4)

Word Work: Learn the meanings of Greek and Latin roots. **Resources:** Sitton Spelling, Words their Way, Language of Literature	**Assessment/ Report Card Standards:** ● Develops vocabulary through text ● Composes text using appropriate conventions

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	May Revised March 2013

Reader's Workshop Big Ideas: Reader will: ● Examine the multiple works of one author to identify patterns within plot and craft. ● Create a list of intentional reading choices for summer. **Thinking Strategy:** Monitoring **Comprehension Strategy:** Summarizing	**Writer's Workshop Big Ideas:** Writer will: ● Publish argumentative piece ● Participate in writer's celebration
Common Language: author's craft or author moves, theme, social issues, compare and contrast, patterns	**Common Language:**
Assessment/ Report Card Standards: ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Fiction - Analyze Text ● Thinks beyond text - Fiction ● Summarizes Fiction text using story elements	**Assessment/ Report Card Standards:** ● Composes an argumentative text ● Composes text using appropriate conventions
Resources: Common Core, A Curricular Plan for the Reading Workshop (Unit 9)	**Resources:** Lucy Calkins: A Curricular Plan for the Writing Workshop (Unit 4)

City of St. Charles Communication Arts Curriculum Map	Grade: 6th	May Revised March 2013

Reader's Workshop Big Ideas: Reader will: ● Utilize strategies to comprehend grade-level fiction and nonfiction texts. **Thinking Strategy:** Visualizing **Comprehension Strategy:** Synthesizing	Writer's Workshop Big Ideas: Writer will: ● Utilize strategies to publish in various genres
Common Language:	**Common Language:**
Assessment/ Report Card Standards: Teacher's College benchmarks (running records), conference, STAR ● Reads and comprehends text ● Reads fluently ● Develops vocabulary through text ● Fiction-Analyze Text ● Thinks Beyond Text-Fiction	**Assessment/ Report Card Standards:** ● Composes a narrative text ● Composes an informative text ● Composes text using appropriate conventions
Resources: Common Core	**Resources:** Lucy Calkins Units of Study

Word Work: Learn Greek and Latin roots. **Resources:** Sitton Spelling, Words their Way, Language of Literature	**Assessment/ Report Card Standards:** ● Composes text using appropriate conventions

READING	Grade: 6	Unit of Study: Building a Reading Life	Timeline: August/September

Big Idea: Readers set expectations for genres.

Learning Objectives: **The student will:** ● Compare and contrast genres (historical fiction, realistic fiction, fantasy, and science fiction)	**Suggested Learning Activities:** ● Teacher will provide baskets of same genre (eg. realistic fiction) at student tables. Students will individually peruse the front cover, title, illustration, and summary information from the back cover. Students will list noticings of that particular genre. (eg. It looks like it could be happening somewhere I know, the characters remind me of me or someone I know, I recognize events, it sounds like the story could really happen, etc) Teacher may use turn and talk or give and go for students to share they noticed. A class chart is made using input from the group about that specific genre. ● Subsequent days would be used to examine other genres in the same manner. ● As students prepare to check out a "just right" book, they will write or orally share statements addressing the genre they will choose based on expectations for that genre. ● Students will design a book cover for a given genre. Covers will include a title and illustration that fits the genre. ● Students will compare and contrast 2 or more genres using a graphic organizer. ● **For ELL students-** Prepare (or have students make as you go) an anchor chart with a list of genres studied and a short phrase description. Ensure that this chart is simple and free of other text. Refer to this anchor chart each time a genre is discussed.

Speaking/Listening Objectives: ● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	**Assessment for Learning:** ● Project a book summary from the back of a book. Have students independently read summary and write the genre on a marker board or in reader's notebook.

grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	• Give students a list of expectations for a book and have them recommend a genre.

Re-teaching: • In a strategy group, give students a back-of-book summary. Have them read and decide on the genre. Students will then share their thinking with the group. As answers vary, have students discuss, using the class charts, until they can agree upon one answer and state reasoning. Provide visual descriptions and examples of each genre. • **For ELL students-** Teach key words and phrases commonly found in one genre. Provide students with a list of these phrases or help create a list in their reader's notebooks.	**Enrichment:** • Have students use the genre class charts and write a "fake" summary for the back of the book that would fit various, given genres.

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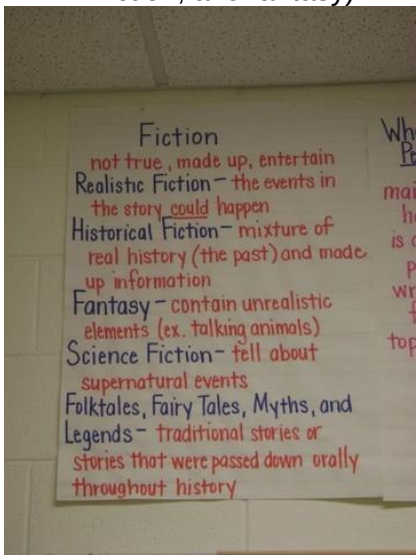
Resources: • Various fiction books in genre groups. • Book summaries from www.books.com • Middle School Readers by Nancy Allison	**Teacher Notes:** • Various charts developed from class noticings/input on the following genres: realistic fiction, historical fiction, science fiction, and fantasy) 

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA: 2	Goal 1:5 Goal 4:1	R1I.a LS1B	RL 9 SL 1

READING	Grade: 6	Unit of Study: Building a Reading Life	Timeline: August/September

Big Idea: Readers read with 96% accuracy in just right books and apply decoding strategies to develop new word meaning.

Learning Objectives:

The student will:

- Monitor accuracy when reading aloud and independently to ensure 96%
- Use 96% accuracy to help pick a just right book
- Apply multiple decoding strategies to figure out word pronunciation and meaning.

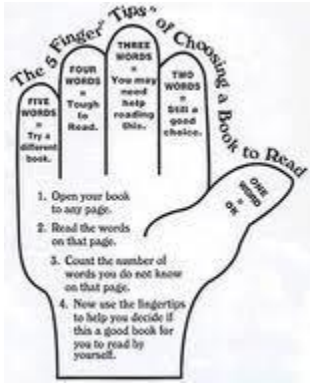
Suggested Learning Activities:

- Teach children when finding just-right books to open the book they're interested in reading to a random page. Count out 100 words, and read the words aloud. Whenever they come to a word they cannot pronounce or cannot figure out the meaning of, put up one finger. By the end of the 100 words, readers should have 4 or less fingers up.
- Show students a reading passage with 100 words. Show students the passage with 10 words missing. Talk about how difficult the meaning is to figure out. Then show the same passage with five of the words filled in. Discuss how the text is easier to understand but still doesn't make sense. Show the same text with one more word filled in. This is what it's like to read with 96% accuracy. Discuss the importance of having 96% for comprehension.
- Provide groups of students with piles of books that are too easy, too hard, and just right. Have students practice reading aloud and determining which books would be just right for them.
- Teach that accurate readers self-correct. When reading words and making a mistake, proficient readers go back and fix mistakes to build meaning.
- Use reader's theater to practice reading aloud for accuracy.
- Teach readers to look for word parts when coming to an unfamiliar word. Look for words within the word, how can this help you figure out what the word means? Look for prefixes and suffixes, how can knowing what the prefix/suffix means help me figure out what the word means?
- Teach students when coming to an unfamiliar to think of a word that looks like the unfamiliar word. Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word. Use the known word in the sentence to see if it makes sense. If so, the meanings of the two words

	are close enough for understanding.

Speaking/Listening Objectives: ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**Assessment for Learning:** ● DIBELS fluency passages ● Teacher's College Benchmarks

Re-teaching: ● Some students may need help with reading all parts of the word. Show students word cards and have them read aloud the word. Any words they miss, put in a different pile. Revisit missed words. ● Some students may struggle with sight words. Have students practice sight words with a partner. ● Utilize repeated readings of the same passage. Pre-teach difficult words. ● **For ELL students-** Some students may need a visual to understand what words are being missed when you model the five finger rule. Mark the text when you miss a word and use a consistent notation to explain why you missed the word. Use a different marking for words that are mispronounced and words that you don't know the meaning of.	**Enrichment:** ● Encourage proficient readers to continue reading more difficult texts and varying genres that introduce new words.

Resources: ● DIBELS passages ● Teacher's College Benchmarks ● Reader's theater plays	**Teacher Notes:** Chart with 5 finger rule (all 5 go up, book's too hard.) 

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA: 2 CA: 3	Goal 1:5	R1D.6.a-b R1H.6.a	RL 10 RI 10 SL 6

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

READING	Grade: 6	Unit of Study: Building A Reading Life	Timeline: August/September

Big Idea: Readers set workshop norms to become readers.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Find appropriate fiction texts ● Adhere to reader's workshop norms ● Find appropriate fiction texts ● Build reading stamina through logs at home and school ● Establish the characteristics of a reader	● Teach children to gather quickly and efficiently for whole class instruction emphasising the importance of listening during the mini-lesson. Teach children that during the mini-lesson they will be learning a strategy to help them build a reading life. Teach children that starting today they will be learning many skills and strategies that we will build upon for their tool box so they can become better readers. ● Teach children about logs and the importance of recording their reading data. Show them how to determine how many pages they should be reading based on their wpm. ● Teach children to continue reading and logging their reading at home. Chart ways children can find quiet places to read at home and problem solve ways to find reading time at home everyday. ● Teach children how to turn and talk when reading. Students should turn, make eye contact and speak at a volume that can be heard by their partner but not by students at the next table. ● Teach children how to use post-its. Establish routines for using and storing post-its. ● Teach students that one element of good reading is using strategies. Good readers read long and strong using strategies as they read. Introduce monitoring as one strategy that students use. ● Teach students that something else that good readers do is choose books at appropriate levels. Establish routines and strategies for picking books at the appropriate level for each student.

Speaking/Listening Objectives:	**Assessment for Learning:**
● 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. a) Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	● Check reading logs for volume and stamina ● Teacher's College Benchmarks ● Conferring notes

Re-teaching:	**Enrichment:**
● Some students may need help with stamina and fluency at this point. You may need to confer with small groups on engagement, stamina, and using logs. If a child is not engaged, confer on book interest, feelings about reading, reading life at home. ● Provide a peer buddy for struggling readers. The peer buddy can model fluent reading and encourage struggling reader to increase stamina and complete logs. ● **For ELL students-** Beginning English learners reading below a level J may need help planning their reading time and finding effective ways to build stamina with short books. Consider one on one lessons that address why rereading can be helpful, finding ways the student can listen to reading and follow text through books on tape or a reading partner, or finding native texts that the student can use for a portion of their reading time.	● Students who are reading above grade level may be able to begin jotting about their reading in a reader's notebook.

Resources:	**Teacher Notes:**
● Lucy Calkins: Building a Reading Life	● Analyze reading logs as a class to compare reading at home and at school, genres, and number of pages being read. ● Set class goals for number of pages being read. ● Use class charts to share reader's workshop norms, expectations during independent reading time, and partner work norms.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA: 2 CA: 3	Goal 1:5	R1D.a-b LS1B	RL 10 RI 10 SL 1

READING	Grade: 6	Unit of Study: Building a Reading Life	Timeline: August/September

Big Idea: Readers summarize fiction texts using story elements.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Use story elements to begin summarizing narrative texts	● Teacher will read various picture books with topics built around reading and building character.(Mrs. Brooks Loves Books, It's A Book, Chrysanthemum) In addition to the obvious uses of these books, teacher will instruct the elements of plot. Teacher will guide students through the completion of a plot diagram and use subsequent picture books for student practice. ● Provide students with a plot diagram to visualize elements of plot, and have students fill in definitions for each element of plot: setting, point of view, conflict, rising action, climax, falling action, and resolution. ● Hold up a book, visually show students where each part of plot would be located. (Character, setting, and conflict would fall within the first couple of chapters. Climax would come somewhere near the end. Everything in between exposition and climax is the rising action. Falling action and resolution would come after climax.) ● Using 4 hula hoops labeled with 1) Somebody , 2.)Wanted...but, 3) So, and 4)Then. Have a table of students locate one of the following: "somebody" (main character and add setting, "wanted...but" (conflict), "so" (rising action), and "then" (climax). Have one student from each group stand in the hula hoop labeled with their located story element. From the beginning, have students orally say their element in progression for a simple summary. Remind students that the rising action or "so" will typically have more than one statement because you would list the events that push the story forward. ● As teacher moves through the read aloud selection, they will explicitly instruct elements of plot and keep a chart of plot as the read aloud progresses. ● Students will fill in plot diagrams pertaining to their independent

	books. ● Teacher will read a short story or picture book with all elements of plot. Instructor will project or distribute a printed teacher-written summary. The summary will include significant details that move the story forward as well as insignificant details that are not necessary for a summary. Students will use highlighters to mark necessary details and cross out unnecessary details. Several activities could be derived from this activity such as leaving out the conflict or another element of plot for student-detection. ● Students will use completed plot diagrams to write summaries. using story elements.

Speaking/Listening Objectives:	**Assessment for Learning:**
● 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.	● Have students read a passage with elements of plot. List the specific parts of plot from the story. Have students identify each part with its appropriate title. ● Plot diagrams in which students identify elements of plot. ● Have students write summaries with story elements using plot diagrams.

Re-teaching:	**Enrichment:**
● Using lower grade level text so students can focus on elements of plot rather than comprehension strategies, have student(s) independently read story. Hand out the elements of plot from the story written on sentence strips by the teacher prior to the activity. Have the student "build" the summary. In addition, have the student identify where each strip falls on the plot diagram.	● As students think about ideas for a narrative story, they will complete a graphic organizer with the elements of plot. ● Students will write summaries for books they have read for book talks. Students may video book talks using summaries. ● Students may complete interactive plot diagrams online at www.readwritethink.org

Resources:	**Teacher Notes:**
● Various picture books ● Various short stories ● Plot Diagrams ● Teacher prepared summaries	● Teacher prepared charts ● It is really important that the elements of plot are defined commonly across classrooms. ● Student answers may vary in language when completing a plot

• Online Story Map www.readwritethink.org/files/resources/interactives/storymap/	diagram, but it is necessary that all students are identifying the same event. • Student answers may vary in language when completing a summary, but it is necessary that they include all parts of plot in order; only identifying important details that push the story forward.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA:2	Goal 1:6 Goal 1:8	R1H.6.a-c,f-i R2C.6.a-i R2A.6.b R2C.6.b-c LS1B.6 RIH.6.b,f,h	RL 1 RL 2 RL 5 SL 1

WRITING	Grade: 6	Unit of Study: Launching the Writer's Workshop	Timeline: August/September

Big Idea: Writers establish writer's workshop routines to become writers.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Adhere to the writer's workshop norms ● Establish the characteristics of a writer	● Teach children to gather quickly and efficiently for whole class instruction emphasizing the importance of listening during the mini-lesson. Teach children that during the mini-lesson they will be learning a strategy to help them build a writing life. Teach children that starting today they will be learning many skills and strategies that we will build upon for their tool box so they can become better writers. ● Teach children the routines for writer's workshop like where to keep brainstorms, drafts, revisions, and published pieces. Teach children routines for borrowing and returning materials. ● As a class, establish classroom norms and expectations for writing. These may include: writers will write each day at school, revise and edit their work, and publish pieces of writing to share. ● Teach children how to hold peer conferences (what they look like, sound like.) Model a peer conference providing praises, polishes, and questions. ● Discuss as a class what a proficient writer looks like. Chart these ideas to be displayed in the classroom. ● **For ELL students**-Beginning language learners will benefit from a chart with pictures illustrating activities like using bookmarks and recording independent reading. Point to the picture when giving this instruction for the first month. Use the same phrase like "record your reading" when asking students to follow that instruction while pointing to the picture. Use the same phrase every time you discuss this routine. Avoid using synonyms until the routine is well established.

Speaking/Listening Objectives:	**Assessment for Learning:**
● 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.	● Conferring notes ● Peer conference feedback sheets

Resources:	**Teacher Notes:**
● Lucy Calkins: A Curricular Plan for The Writing Workshop: Overview of the year for sixth-grade writers ● Ralph Fletcher Writing Portfolio	● Chart with what a proficient writer looks like, amount of writing produced.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA: 1 CA: 4	Goal 2:3	W1A.6.a-e ICTL1B.6 ICTL5C.6.b-c LS1B.6 RIH.6.b,f,h	W 5 W 6 W 10 SL 1

WRITING	Grade: 6	Unit of Study: Launching the Writer's Workshop	Timeline: August/September

Big Idea: Writers generate ideas in the prewriting step of the writing process.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Share personal thoughts and feelings through writing ● Construct writer's territories and authority lists	● Model completing a heart map with the different ideas/things/people/activities you love allocating different amounts of room to those you love most. Students complete heart map too for writing ideas. Teach students to complete authority lists, (things they are experts at), for writing ideas. ● Teach students to complete a map of a special place where they have lots of memories. Students can complete this special place (backyard, neighborhood, tree house, etc.) on a manila folder. This manila folder can become storage for their drafts or published work. ● Teach students that writer's territories can be anything in our lives that include a wealth of story ideas. Inform students their writer's territories are like an idea bank they can come back to throughout the year when they are stuck and don't know what to write about and can be added to all year. This can range from family, events, achievements, wishes & dreams, passionate ideas, places, fears, or songs. Model coming up with a list of writing territories and discussing story ideas; students complete writer's territories in their notebook. ● Teach students that writer's notebooks are used to record a variety of our thoughts and ideas. Draw a 3 columned-chart on the board and make three headings: what amazes me, what surprises me, what angers me. Set the timer for 5 minutes, and have students write down things that amaze them. Share. Repeat with things that surprise and anger them. Allow students to pick one of these small ideas and write about it. ● Teach students two strategies for generating writing: 1. think about turning points, moments when we feel or learn something important. 2. think about a strong emotion (hope, worry, sadness, pressure) and think, "When, specifically, did I feel that

	emotion?" ● Have students bring in photos, articles, ticket stubs or other artifacts from home. Collect and glue into writer's notebook. Have students talk in groups about why they included these memories into their writer's notebooks. What stories do these artifacts have to go with them? Have students begin drafting a story idea based on these artifacts.

Speaking/Listening Objectives: ● 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.	**Assessment for Learning:** ● Check writer's notebooks to ensure a variety of brainstorms and ideas are present.

Re-teaching: ● For a student who is stuck on how to get started drafting based on an idea, offer the student a graphic organizer to plan out their writing, then draft.	**Enrichment:** ● Encourage students to take their story idea and write it as a poem using poetic features and figurative language.

Resources: ● Nancie Atwell's Lessons that Change Writers ● Ralph Fletcher Writing Portfolio ● www.readwritethink.org	**Teacher Notes:** ● It's really important for students to see the teacher modeling the brainstorming process so they can see how to do it themselves.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA: 1	Goal 2:1	R2B.6.d R3B.6.d LS1B.6 RIH.6.b,f,h	W 5 SL 1

WRITING	Grade: 6	Unit of Study: Raising the Level of Personal Narrative Writing and Edging Toward Memoir	Timeline: August/September

Big Idea: Writers produce quality narrative writing using the five steps of the writing process.

Learning Objectives:

The student will:

In narrative writing:

- Develop a plan for nonfiction narrative writing using a graphic organizer
- Develop characters, setting, conflict, and resolution
- Revise using peer conferences (monitoring for meaning)
- Use the five steps of the writing process: Pre-write, Draft, Revise, Edit, and Publish

Suggested Learning Activities:

- Explicitly teach students the 5 steps of the writing process: pre-write, draft, revise, edit, and publish.
- Teach students that brainstorm for narratives take no more than five minutes to complete the process. Then the writer takes the brainstorm ideas and begins writing long on the topic. Model for students a brainstorm, then write long based on one idea from the brainstorm, showing students they could choose another idea from their brainstorm once they've finished writing the first.
- Teach students to use a plot graphic organizer to plan their nonfiction narrative story, graphing the exposition, conflict, rising action, climax, falling action, and resolution.
- Teach students to use a timeline or fold paper into tiny booklets to have a concrete way of telling their story. Teach students to use the timeline to revise to get rid of unimportant events and focus on parts that need to be expanded.
- Teach students that drafting a narrative should be done in one sitting and their pencils should be moving the whole time as they relive the event and capture the details.
- Teach students to revise their pieces to develop a character through their actions, dialogue, and other character's reactions to them in the story. Teach students to revise their writing to ensure their reader knows what's happening, where it's happening, and why it's important in the story.
- Teach students to edit spelling by writing the unknown word three different ways on scratch paper and picking the one that looks right.
- Teach students to be aware of their pronoun usage and edit to ensure the pronouns sound right and are accurate. If the

	pronoun he is used, did the writer mention who "he" was recently?

Speaking/Listening Objectives: ● 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.	**Assessment for Learning:** ● Assess student's nonfiction narrative writing pieces ● Confer with students throughout writing process

Re-teaching: ● During the drafting phase, writers who are summarizing an event instead of reliving the event, talk about writing the event as the movie is in their mind and putting that whole story on the page. ● For students with drafts made of mostly dialogue, teach them writers not only make a soundtrack for a story (the dialogue), but also show the reader what's happening through thoughts and actions.	**Enrichment:** ● For students composing multi-scene narratives, teach them the importance of including exposition for the reader to really get the full impact of the story. ● For higher writers, teach them to include reflection in their writing citing mentor texts by Jacqueline Woodson and Sandra Cisneros.

Resources: ● Lucy Calkins: A Curricular Plan for The Writing Workshop: Unit 1: Raising the Level of Personal Narrative Writing and Edging toward Memoir ● Nancie Atwell's Lessons that Change Writers ● Ralph Fletcher Writing Portfolio	**Teacher Notes:** ● Chart "Strategies for Generating Narrative Writing" to have ideas added to by students and teacher.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA: 1 CA: 4	Goal 2:1 Goal 2:2	W3A.6.a W2A.6.a-b W2C.6.a-b W1A.6.a-e ICTL1B.6 ICTL5C.6.b-c	W 3 W 4 W 5 W 6 SL 1

WRITING	Grade: 6	Unit of Study: Thinking Strategies	Timeline: August/September

Big Idea: Readers use monitoring to aid comprehension.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Students will demonstrate an on-going awareness of the mental processing of text.	● Teacher will model "monitoring" comprehension by thinking-aloud while reading a text. Project a short passage that has red dots at different points in the paragraph. As teacher comes to those points, they will tell exactly what is going on in their head or what they are thinking. (May make a prediction, ask a question, or talk about something that is confusing) Students will practice with a new text. ● Teach "fix-up" strategies (reread, read ahead and then come back, adjust reading rate, reflect on or revisit the purpose for reading, access graphic support, periodically check for understanding) ● Teacher models by thinking aloud while reading a short text and holding their thinking by writing stop and jots. Students practice using stop and jots in their independent books. ● Teach students that smart readers are aware of what they're reading the whole time. Smart readers realize when they do not understand a text or part of a text then use strategies to fix the comprehension. ● **For ELL students**-Any visual support that can be provided to aid students when discussing metacognitive processes will be helpful (for instance, a picture of the visual created in the reader's head).

Speaking/Listening Objectives:	Assessment for Learning:
● 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.	● While conferencing with students, teacher may ask student to "think-aloud" while reading a short passage to demonstrate awareness of thinking for comprehension and use of fix-up strategies.

	● Give students an "altered" text where inconsistencies have been added to cause confusion. Students must identify the inconsistencies. They can state when they noticed their confusion. ("I didn't remember a character named Jenny, so I looked back in the text and there wasn't one."

Re-teaching: ● Using "Click" and "Clunk" method. Give students a card with "click" marked on one side and "clunk" on the other. When students are moving through text with understanding they have the "click" side showing. When they become confused, they turn the card to "clunk". The physical motion of switching the card helps students who would normally be unaware of confusion to become more mentally alert to their own monitoring of comprehension. The technique also allows the teacher to be aware of problem moments and conference with that student about fix-up strategies during their confusion.	**Enrichment:** ● Students may model monitoring to the class, small group, or peer partner by thinking aloud while reading a short passage from their independent books. ● Students may compile a list of questions, tips, fix-up strategies that they use during an independent reading time. This can be kept in a notebook or gathered for a class chart.

Resources: ● www.thinkport.org/career/strategies/reading/monitor.tp ● www.benchmarkeducation.com/educational-leader/reading/metacognitive-strategies.html#read5	**Teacher Notes:** ● Monitoring comprehension is the student's ability to be aware, while reading, whether a text is making sense or not. ● Teacher will reinforce by reminding students and charting phrases like, "Unless we are comprehending, we are not really reading." "Reading is more than decoding words." "Readers are constantly monitoring their comprehension." ● You can find a list fix up strategies and a one-page flier on the "thinkport" site. ● Click and Clunk technique is on the "thinkport" site.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA: 2	Goal 3:2 Goal 3:3 Goal 3:7	R1D.6.a-b R1H.6.a LS1B.6 RIH.6.b,f,h	RL 10 SL 1

WORD WORK	Grade: 6	Unit of Study: Figurative Language	Timeline: August/September

Big Idea: Readers notice and comprehend figurative ways to make comparisons.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Identify similes and metaphors in text and determine their meaning	● Teacher will instruct the definition of simile and metaphor. They can be "charted" or added to a word wall. ● Teacher will model, using a read aloud, to point out similes and metaphors. When metaphors are not as readily present, students may turn the simile into a metaphor. Students will determine the meaning using visualization of the comparison of two things. ● Students will list similes and metaphors in their Reader's Notebooks as they come to them in their independent reading, other texts, or in conversations. Students may illustrate the comparisons. ● Teacher will project a different simile/metaphor at the beginning of Reading class each day. Students will have a page in their Reader's Notebooks to write the simile/metaphor and determine its meaning. Students may change a simile into a metaphor or metaphor into a simile. ● Teacher will distribute or project a thought-provoking picture. Have students work individually or in pairs to discuss what they think is happening in the picture. What might you hear, smell, touch, taste, or see? What feelings are represented? Have students write similes and metaphors related to the photo. Students should present their work either orally or visually to the class.

Speaking/Listening Objectives:	Assessment for Learning:
● Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to the topic, text, or issue under study.	● Teacher-made assessments in which students identify similes and metaphors and determine their meaning. ● When conferencing with a student, the teacher may ask a student to identify the figurative language they just read and

	state what the author meant. Why does it make the text more meaningful?

Re-teaching:	**Enrichment:**
• In a strategy group or one-on-one, students would list two things to compare. What are the characteristics they share? Turn into a simile. Rewrite to form a metaphor. • Using cards with a simile or metaphor written on them, students would first identify the type of figurative language and then determine the meaning. What are the two things being compared? What characteristic do they share?	• Students may write a "Simile Place Poem" or a "Metaphor I Am Poem". Instructions and examples can be found at www.champaignschools.org/staffwebsites/adrianch/SimileandMetaphorPoemInstructions.pdf • Students will add similes and metaphors to their authentic writing.

Resources:	**Teacher Notes:**
• www.champaignschools.org/staffwebsites/adrianch/SimileandMetaphorPoemInstructions.pdf • List of similes and metaphors: www.buzzle.com/articles/list-of-similes-and-metaphors.html • www.readwritethink.org	• Teacher may start a chart of similes and metaphors for students to add to as they are naturally exposed to them in text or conversation.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA: 2	Goal 2:4	R1E.6.a-c R2B.6.a-d W2C.7.e R2B.6.d R3B.6.d	RL 4 W 1c SL 2 L 5a

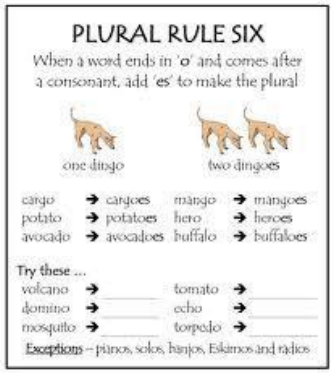
WORD WORK	Grade: 6	Unit of Study: Plurals	Timeline: August/September

Big Idea: Writers spell plurals correctly.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Spell a full range of plural words	● Teacher will instruct various rules of spelling plural words and make a chart for students to reference. (Which are the easiest kinds of plurals to make? Why? What is the simplest rule for making a plural? What do you add when words end in s, sh, ch? What do you add when words end in a consonant + y? What do you add when words end in a vowel + y?) ● Teach students to edit their writing for correct spelling of plurals. Encourage students to use the plurals chart as a reference throughout the year to help with their spelling.

Speaking/Listening Objectives:	Assessment for Learning:
● 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.	● Provide students a list of words to make plural. Once completed, determine which words each student struggles with, and re-teach whole class, small group, or in a conference that plural spelling rule.

Re-teaching:	Enrichment:
● Give partnerships stack of word cards. Have them sort the word cards into two groups, words that add -s and words that add -es. Do the same with words adding just -ing or dropping the -e and adding -ing.	● Students make picture books for younger students or mentor texts in the classroom with plural spelling rules.

Resources:	**Teacher Notes:**
• Words their Way for Derivational Spellers	Display Sitton chart on plurals.  For more the the plural rule charts, visit this website: http://mourass.eq.edu.au/spelling.htm

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA: 1	Goal 2:2	LS1B.6 RIH.6.b,f,h W2E.6.e	SL 1 L 2b

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

READING	Grade: 6	Unit of Study: Building a Reading Life	Timeline: August/September

Big Idea: Students participate in fiction picture book and narrative nonfiction interactive read alouds.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Be exposed to a variety of genres and their characteristics. ● Use strategies modeled by teacher to determine new word meaning. ● Complete multiple story plot organizers with teacher.	● Teach students the expectations for the classroom and character expectations through your read aloud fiction picture books and model completing multiple plot diagrams. ● Teach students that when reading narrative nonfiction to expect a story structure with character development and plot, but to also read for information. Teach students different ways to organize information in their reader's notebooks (timelines, boxes and bullets, etc.) ● Teach students how readers learn new words from the context clues and glossaries as they read nonfiction. Also teach students to try visualizing what is going on in the text and think about what would make sense for the unknown word. ● Teach students to self-monitor understanding and ask questions when meaning is lost. ● Teach students the importance of consistently making predictions before, during, and after reading to maintain engagement and to modify predictions while reading. ● Teach students to distinguish between facts and opinions in narrative nonfiction writing and the importance of the author including both. ● Teach students proficient readers use newly acquired vocabulary in their conversations with partners. Students practice discussing read aloud text using given vocabulary words with their reading partner.

Speaking/Listening Objectives:	Assessment for Learning:
● 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.	● Check reader's notebooks for student predictions, timelines, and notes to determine understanding. ● Provide students an excerpt from the read aloud to read independently. Ask them to figure out the meaning of two-three

● Interpret information presented in diverse media and formats and explain how it contributes to the topic, text.	unknown words.

Re-teaching: ● Confer with students struggling to determine unknown word meanings. Determine the strategies the student already has and teach them one new one to try for the next couple days in their independent reading. Then explicitly teach another strategy.	**Enrichment:** ● Pull small groups to discuss the significance of the setting in character development and the plot resolution.

Resources: ● Lucy Calkins: Navigating Nonfiction ● Lucy Calkins: A Curricular Plan for the Reading Workshop: Unit Three ● The Continuum of Literacy Learning	**Teacher Notes:** To use the narrative nonfiction excerpts as an assessment, the read aloud must be in the grade-appropriate band of texts for 6th grade (level V or higher). The narrative nonfiction read aloud will carry through October.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA: 1 CA: 2 CA: 3 CA: 4 CA: 6	Goal 2:3	R1H.6.a-c,f-i R2C.6.a-i R2C.6.b,c R1H.6.a-c,f-i R3C.6.a-l R1H.6.b,i R1E.6.a-c LS1B.6 RIH.6.b,f,h	RL 1 RL 3 RI 1 RI 2 RI 3 RI 4 SL 1 SL 2

READING	Grade: 6	Unit of Study: Narrative Reading	Timeline: October

Big Idea: Readers participate in book clubs.

Learning Objectives:

The student will:

- Participate in fiction and narrative nonfiction book clubs centered around a common theme or topic
- Use story elements to summarize narrative texts
- Cite textual evidence to infer character traits
- Analyze in detail how a key individual or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes)

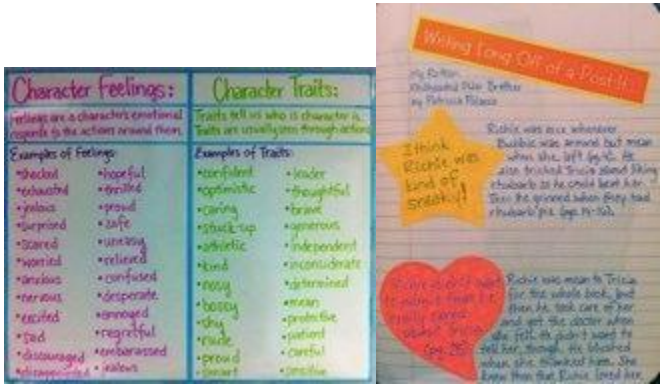
Suggested Learning Activities:

- Teach students expectations for book clubs, what it looks like and sounds like to be a book club member. Watch this video and discuss as a class the things working well in these book clubs and things that are not. http://www.youtube.com/watch?v=wlJJhP3frUQ&feature=fvwrel
- Teach students how to write in response to their reading, sometimes writing long and sometimes writing short. The purposeful decisions will help to guide your book club conversations.
- Teach students to complete plot graphic organizers while reading their book club book and use the organizer to summarize what happened in the text. Have partners from different book clubs share summaries of their book club books. The partner who's listening to the summary can identify the conflict, climax, and resolution from the speaking partner's summary.
- Teach students the difference between character trait (a personality feature, doesn't change often) and character feeling (how a character feels at a moment, change frequently.) Compare feelings to the weather, changing throughout the day. Create a class chart with character traits adding your own trait ideas so students have a variety to choose from when describing their characters. Teach students using a short passage from read aloud text how to infer character traits. Then they can practice with their book club groups talking about a character from their text.
- Teach students to compare characters and their traits across texts. Teach students to notice when roles are reversing for characters. For example, in The Cay, Timothy takes care of

	Phillip when he becomes blind, then Phillip takes care of Timothy as he becomes sick. What traits do these two very different characters have in common? ● Teach students to pay attention to the objects that a character keeps near and dear to them, these are often windows into the mind and heart of our characters. Their possessions almost always reveal something important about the person.

Speaking/Listening Objectives:	**Assessment for Learning:**
● 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. ● 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.	● Story plot organizer for book club book ● Confer with students to discuss if author has introduced a new character in a positive or negative way and what makes you think this. ● Confer with students about character traits

Re-teaching:	**Enrichment:**
● For students struggling to identify the climax, use a short story passage with very clear conflict, climax, resolution. Complete a plot organizer together, then give them another short story and have them complete with a partner or independently. ● For students struggling with character traits, have them make a web of traits that describe themselves or a person in their family. ● **For ELL Students-** If students are struggling with the concept of monitoring for meaning, begin by identifying new words. Model using a consistent annotation to show the difference between words you can't pronounce and words you don't know. Help the student begin monitoring for new words. Once this is mastered, move on to overall meaning.	● Have students analyze how the text may have been different if the author hadn't made a particular character the villain OR the main character hadn't changed. Share their thoughts with their book club. For example, in <u>One Crazy Summer</u>, if Cecile (the mother) was more interested in her kids, how would their summer have been different?

Resources:	**Teacher Notes:**
● Lucy Calkins: A Curricular Plan for The Reading Workshop: Unit One	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA: 1 CA: 2 CA: 3 CA: 4 CA: 6	Goal 2:3 Goal 4:1 Goal 4:4	R1H.6.a-c,f-i R2C.6.a-i R2C.6.b,c R3C.6.a-l LS1B.6 RIH.6.b,f,h LS2A.5 LS2A.6	RL 1 RL 3 RI 1 RI 3 SL 1 SL 4

READING	Grade: 6	Unit of Study: Narrative Reading	Timeline: October

Big Idea: Readers pick just right books with new vocabulary and incorporate the new vocabulary into their speaking and writing.

Learning Objectives:

The student will:

- Find appropriate fiction or narrative nonfiction texts
- Determine denotative and connotative meanings of words
- Notice, comment on, and actively work to acquire new vocabulary and intentionally use it

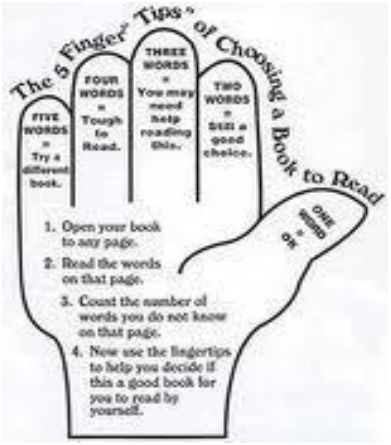
Suggested Learning Activities:

- Remind students that it is necessary to select appropriate fiction and nonfiction texts using guidelines for interest and text difficulty. Students should consider topics in which they have background knowledge, prior reading experience, or a genuine interest. When determining text difficulty, students may use the 5-finger rule previously taught.
- Teach students the difference between an "unknown word" and a "new vocabulary" word. An unknown word is one in which they cannot sound out or determine meaning using context. These words would be noted when using the 5-finger rule. New vocabulary words are those that they are introduced to through text. Students should be able to sound the word and determine meaning using various strategies. New vocabulary is often related to topic or setting.
- Project a page from the read aloud. Model determining a "new vocabulary" word and developing meaning. Think aloud how that word is related to the topic, setting, character's personality, story event, etc.
- Students should have a place in their reader's notebook to list new vocabulary words, their meanings, and a sentence with context. Consistently, students should be encouraged and given intentional times to share with a partner or group in which they use new vocabulary when discussing their individual books.
- Instruct the difference between denotative meaning (literal, dictionary definition) and connotative meaning (various social overtones, cultural implications, or emotional meanings associated with a word) For example using the word "smirk". The denotative meaning is to smile. The connotative meaning is to smile in an irritating, smug, self-satisfied manner.
- After modeling, divide students into groups and give each group

	a different word. Have them create T-charts with the columns labeled denotative and connotative. Students will work together to list the literal meaning and then words associated or implied by the word. For example the denotative meaning for home is a structure used for dwelling. The connotative meaning might include love, safety, and family. Have students hang their T-charts around the room. Students may participate in a gallery walk in which they read and add to charts.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	● Write two words on the board. Have students choose one word and create a T-chart providing the denotative and connotative meanings. ● When conferencing with students, choose a word from their books and ask for the denotative and connotative meanings.

Re-teaching:	**Enrichment:**
● Give students a word. From a word box, have students identify words that could be denotative as well as words that could be connotative and list them in a T-chart. For example, using the word "brother" denotative meanings could be sibling, male, related. Connotative meanings could be protector, role model, brat. ● **For ELL students-** Any visual you can provide when teaching a concept like denotative and connotative is likely to be helpful. ● **For ELL students-** Some ELL students, even ones with many years in the country, have low vocabulary that affects their ability to comprehend text. They may have grown used to not understanding many words when they are reading and not recognize new words as new. For these students, consider asking them to mark the text in some way in their independent book with vocabulary and unknown words. Encourage them to discuss the ways that they solved new vocabulary words.	● Using the Nissan Cube advertisement at http://www.toxel.com/inspiration/2008/06/28/24-unforgettable-advertisements/ have students consider the word adventure. Have students discuss the reasons for using this word in this advertisement. Would it cause people to buy this vehicle based on a perception? ● Give students a list of words with similar connotative meaning and have students list from most positive to most negative and discuss their reasoning (eg: Thin, slim, lanky, skinny, gaunt, slender)

Resources:	**Teacher Notes:**
http://www.scholastic.com/teachers/lesson-plan/whats-name-0 http://www.ehow.com/how_7729292_grasp-denotative-connotative-meanings.html http://www.csun.edu/~bashforth/098_PDF/06Sep15Connotation_Denotation.pdf	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA:2	Goal 2:2	R1E.6.a-c R2B.6.a-d R3C.8.j R2C.EII.d R3C.8.j	RL 4 RI 4 SL 2 L 5c

READING	Grade: 6	Unit of Study: Narrative Reading	Timeline: October

Big Idea: Readers read with appropriate expression.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Use appropriate expression when reading aloud both fiction and nonfiction	● Teach readers that when reading different types of text, the reader's voice changes. Sometimes readers use a soft, warm voice; sometimes their voice is cold and hard. They do this to communicate different feelings—soft and warm usually means nice, calm, or even sad; hard and cold can mean scary, angry, or excited. ● Teach readers to read aloud with power and grace. Choose a small section of a familiar text and really rehearse it, living within the lines of the story and thinking about how to use our voice to enhance the meaning and emotions of the story. ● Teach readers that your expression changes at different parts in a sentence. **(1) Main Parts.** These parts usually contain the main action of the sentence: "Jeremy Goodfellow… left the quiet country town in which he'd been raised…." **(2) Lead-In Parts.** These parts often introduce a main part: "On a bright summer morning…" **(3) In-Between Parts.** As the name implies, these parts go in between other parts. They feel like a slight interruption: "…a young man of simple means and honest intentions…" **(4) Add-On Parts.** These are extra parts that convey additional information about any of the other parts: "…and set off on the bold errand he'd been preparing for all his life." Depending on the part of the sentence, the reader's expression changes. ● Allow students to participate in reader's theater to practice their expressive reading.

Speaking/Listening Objectives:	Assessment for Learning:
● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	● Use DIBELS reading passages to check for expression or have students read aloud from their just right texts to model appropriate expression.

Re-teaching:	**Enrichment:**
● For students struggling with expressive reading at end punctuation, teach them their voice will go up with a question mark and their voice will get louder and higher in pitch with an exclamation point. ● **For ELLs-** Students from different language backgrounds may not read with the same kind of fluency in their first language. For example, students whose first language is Spanish will have different experiences of fluent reading in their native language. Reading aloud in Spanish requires less or no pausing between words and sentences and tonal are used differently. Point out that fluency in English sounds different and emphasize pauses and tonal changes. ● Allow students extra practice reading aloud into fluency phones (PVC pipes) or recording their voices to practice expression.	● Have students develop phrases or sentences that can have a different meaning or connotation based on reader's expression. For example, "Do you want to go to the park?" read in a kind voice and unkind voice.

Resources:	**Teacher Notes:**
● DIBELS passages ● Teacher's College Benchmarks ● Reader's theater plays ● Lucy Calkins: A Curricular Plan for the Reading Workshop	● Expression will need to be revisited frequently throughout the year. During book clubs, partners may read a few pages aloud together, then go off and read independently. ● This may be a good idea for your teaching partner to do during intervention time with your whole class or small group.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 2	Goal 1:5	R1D.6.a-b R1H.6.a	RL 10 RI 10 SL 6

WRITING	Grade: 6	Unit of Study: Fiction Narratives	Timeline: October

Big Idea: Writers develop plans and drafts for fiction narratives.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Develop a plan for fiction narrative writing using a graphic organizer ● Develop multidimensional characters through dialogue and actions ● Develop setting through culture, dialects, and descriptions.	● Teach students to record a story blurb writing out plans for how their fictional narratives might go and small scene ideas. Teach students that the planning of their narrative is a series of short statements that tell the story. After students have recorded multiple story blurbs, they pick one story idea to write as their narrative. ● Teach students three different ways to plan the plot of their narrative story. Students can complete a plot diagram, a storytelling booklet, or use dramatic enactments to capture the plot. See Resources. ● Teach writers to develop characters by creating lists of internal and external characteristics. Teach students that characters show their internal characteristics through their actions and things they say. For example, if a character is upset, they may have tears filling up their eyes, their voice is quivering, and having trouble forming sentences. Teach students to use these lists to write short scenes and show the character's traits through their actions and dialogue. ● Teach students when drafting their first scene, we create a setting that is a psychological state as well as a physical one. You can create moods in your setting describing details of the weather to elaborate the setting and this atmosphere shifts through the story. ● Teach students to develop setting into their writing using their five senses. Start with sight and write down every image that comes to mind. Then continue with taste, smell, sound, touch. Have partnerships talk about how these setting descriptions could be incorporated into the fictional stories. Why is describing the setting important to include in our writing? ● Teach students to include backstory into their storyline. How

	could a character's culture impact the story? ● Teach students that writers take time with endings, weighing and considering, drafting and revising until finding one that fits. This ending will tie up loose ends, show character change, resolve the unresolved difficulties, and bring home the story's meaning. Writers try various endings until finding one that works.

Speaking/Listening Objectives: ● 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.	**Assessment for Learning:** ● Confer with students about their character development. Does your writing provide opportunities for your reader to infer about your character?

Re-teaching: ● Pull kids to work on the difference between internal and external traits. Have students create an illustration of themselves and label their external characteristics and internal characteristics. ● **For ELL students-** Some ELLs may need additional help with the planning stage. Consider providing students with a simplified graphic organizer. Beginning students may need some sentence stems (for example, "_____ said, '_____"). ● **For ELL students-** Consider using visuals when talking about sight, touch, taste and smell to describe a specific scene.	**Enrichment:** ● Have students write using alternating point of views, switching narrators, throughout their text. How can you organize your text to help your reader follow? How might their moods/tones/word choice be different?

Resources: ● Lucy Calkins: A Curricular Plan for the Writing Workshop Unit 2	**Teacher Notes:** It will be important to confer at the beginning of the writing process when writing story blurbs and completing organizers to ensure students are on the right track and complete front-end revisions. Teacher should have their own writing piece to share with students throughout this writing unit.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 4	Goal 2:1	W3A.a W2A.a-b W2C.a-b W2D.a-b LS1B	W3 SL1

WRITING	Grade: 6	Unit of Study: Fiction Narratives	Timeline: October

Big Idea: Writers revise for interest and effectiveness.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Revise narrative using appropriate connotative word choice ● Revise narrative to explode the moment using sensory details	● To "hook" students into this lesson, tell them that you are about to read "the greatest piece of writing." Be sure to over exaggerate the "greatness" of this writing. Write on the board and read to them aloud, "I got in trouble with Mrs. Maxy during class." Have students justify why this is not a great example of writing. Students might explain that the writing is boring, there are no details, and, as readers, they are left with many questions. Put the excerpt from *Joey Pigza Swallowed the Key* by Jack Gantos on the overhead and read it aloud (This example uses chapter one.) Ask students to compare the first piece of writing on the board with Gantos's writing. What are the differences? How does it compare to the first piece of writing? How does Gantos capture the reader's attention? Invite students to consider the author's craft by discussing what Gantos does to make his readers feel like they are in the math class with Joey, experiencing everything that he is experiencing. Explain to students that the author uses a small moment in time and elaborates it with descriptive language so that the reader feels "right there" in the moment. He uses descriptive language so that the reader uses all of his or her senses. ● Using another piece of mentor text such as chapter 1 in *Because of Winn-Dixie* by Kate DiCamillo, chapter 20 paragraphs 35-42 in *Holes* by Louis Sachar, or chapter 1 paragraphs 1-3 in *Among the Hidden* by Margaret Peterson Haddix and the "Explode the Moment" graphic organizer, look back at the text for specific examples of how the author uses senses to make his readers feel like they are experiencing the event. Have students add details from the text to fill in the chart under the different categories (thinks, says, feels, does, hears, sees).

	● Share a piece of your own writing in which you have revised to add sensory language. ● Have students choose a portion of their narrative, complete the graphic organizer, and explode the moment. ● Students will meet in peer conferences to locate places within the narrative that would be more effective with connotative language. Students will brainstorm word options and incorporate into their narrative. ● Students will meet in peer conferences to share and critique revisions.

Speaking/Listening Objectives: ● SL1- 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.	**Assessment for Learning:** ● Evaluate students' writing by observing and conducting individual conferences during the revision process. You may want to keep anecdotal notes to record areas of strengths and need for individual writers during your conferences.

Re-teaching: ● Individually or in a small group, have student(s) make a simple timeline of their narrative. Once the timeline is complete, have students choose one entry from the timeline to elaborate with descriptive writing. Allow students to talk out each sensory detail (what they said, thought, felt, heard, did, and saw). ● **For ELL students-**Consider putting beginning and intermediate learners struggling with this concept in triads with two native speakers or ELL peers who are successful with the "explode the moment" technique.	**Enrichment:** ● Find "explode the moment" examples in movie clips. Then have students write scripts. Have students make a short movie of a dramatic experience for other groups to write about using the "Explode the Moment" graphic organizer.

Resources: ● http://www.readwritethink.org/classroom-resources/lesson-plans/make-splash-using-dramatic-1128.html?tab=4#tabs ● http://www.readwritethink.org/files/resources/lesson_images/lesson112 ● 8/graphic.pdf (explode the moment graphic organizer)	**Teacher Notes:** ● Students should only use the "explode the moment" technique in a limited number of places within their narrative. ● Teacher should have their own writing piece to share with students throughout this writing unit.

• http://www.learner.org/workshops/middlewriting/prog8.html (teacher video on the power of revision with a detailed example of teaching students to explode the moment) • http://www.learner.org/workshops/middlewriting/images/pdf/W8ReadWriters.pdf"The Writer's Toolbox: Five Tools for Active Revision Instruction" by Laura Harper in *Language Arts*, Vol. 74, March 1997, pp. 193-200. Copyright 2000 by the National Council of Teachers of English. Reprinted with permission. (pdf)	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 4 CA 6	Goal 2:1 Goal 2:2 Goal 2:3	W2D.6.a-b W2A.6.a-b W1A.6.a-e LS1B.6 RIH.6.b,f,h	W 3d W 4 W 5 SL 1

WRITING	Grade: 6	Unit of Study: Fiction Narratives	Timeline: October

Big Idea: Writers edit for clarity and publish for an audience.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Edit to use commas appropriately ● Edit mechanics in dialogue ● Publish and share with an audience	● Teacher will instruct various rules of using commas and make a chart for students to reference. (commas in a series, commas and conjunctions, commas and clauses, and commas in quotations) Students may practice when teacher projects various sentences that illustrate each rule for comma usage and have students write and punctuate them in their writer's notebooks. Have students check their punctuation against charts with examples. Students may work in partners to peer-edit for accuracy. ● Teach students to edit their original writing for correct usage of commas. Students will read their narratives and write in the margin the type of comma-usage they included in a sentence. (example: "series" or "conjunction") Students will then check for accuracy against charts. ● Familiarize students with the scoring guide that will be used to assess published narrative. Have students refer to the scoring guide as they publish their narrative for an audience. Students may score their paper using the guide and attach it to their published narrative. Writer's conferences should be held after teacher-scoring to compare student scoring to their teacher's assessment. ● Students will create a personal revision/editing checklist they will use for narrative writing that includes errors exclusive to their writing. ● Publishing celebrations should be held at the completion of each formal piece of writing in which students have the opportunity to share their writing in some fashion.

Speaking/Listening Objectives:	**Assessment for Learning:**
● 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.	● Using marker boards and projected sentences missing commas, have students write the sentence and punctuate correctly. ● Evaluate students' writing by observing and conducting individual conferences during the editing process. You may want to keep anecdotal notes to record areas of strengths and need for individual writers during your conferences. ● Completed narratives will be commonly assessed across CA classrooms using a scoring guide.

Re-teaching:	**Enrichment:**
● Give student(s) a laminated card with a sentence that follows punctuation for a comma rule. Have student(s) decide which rule the card is addressing. They may use charts around the room or notes in their writer's notebook to determine the rule. Have student(s) turn the card over in which there is a similar sentence without the commas. Have students apply the rule by writing in the commas correctly with a grease pencil. Then have them write an original sentence following the same rule in their notebook. Students may look for a sentence in their narrative that is similar and punctuate with teacher or peer supervision. ● Provide mini-lessons for groups of students with similar weaknesses after all narratives are scored. ● Assist students to prepare personal revision/editing checklists to use with future narratives.	● Students may be used for peer instructors or editors. ● Give students examples of sentences in which commas are used incorrectly and cause the sentence to be humorous or confusing. Have them punctuate correctly.

Resources:	**Teacher Notes:** Hold students accountable throughout the year in all of their writing for all spelling and punctuation lessons that have been taught.
● http://www.e-grammar-editing.com/commas.html	

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Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 4	Goal 2:1 Goal 2:2 Goal 2:3	W2A.6.a-b W2C.6.a-b W2C.6.a W2C.7.e W2D.6.a-b W2D.6.a-b W3A.6.a	W 3 W 4 W 5 SL 1 L 2

THINKING STRATEGY	Grade: 6	Unit of Study: Thinking Strategy	Timeline: October

Big Idea: Readers will use schematic strategies to comprehend text.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Build background knowledge and make connections before and while reading text to aid in comprehension.	● Teach students background knowledge for literary elements such as what to expect with genres, their special characteristics and conventions. Teach students when reading books by the same author, sometimes authors carry themes, issues, or topics throughout their writing. ● Teach students to recognize the difference between text structures. After working with narrative nonfiction, have students compare the structure of that with expository texts. Discuss the differences. How can knowing the structure prepare me as a reader before I begin reading? ● Teach students when reading nonfiction, they are reading to learn new information, gain information, and acquire knowledge. Explain to students regurgitating facts isn't the purpose of reading nonfiction; it's to listen to our inner conversation and merge our thinking with the text in order to learn, understand, and remember the information. Model think alouds merging what the text says and things like "I didn't know...WOW! Really..." Teach students to stop n jot the new information, label with L for learning. ● To build background knowledge of vocabulary, front load by projecting pictures of new words on the board, discussing, then labeling as a class. For example, prior to reading a book on Egypt, have partners discuss what they know about pharaohs and their pyramids. ● Teach students making connections to consider: how does that connection help you understand? Have students record a few connections in their notebook from their independent reading. Discuss how some connections can help us to empathize with our characters, understand their feelings or situations, or help us

	to more deeply understand the text.

Speaking/Listening Objectives: 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.	**Assessment for Learning:** ● In conferring, ask students to share connections to their own lives that help them to better understand what they're reading.

Re-teaching: ● Teach students to make a connection with what they're reading with parts of their own lives, thinking about thoughts or experiences. Use passages closely related to their own lives to aid in this. ● Teach students about distracting connections. These connections cause our minds to wander from the text and disrupt meaning. Talk to kids about monitoring when they're reading and to be aware when their mind wanders off to think about this distracting connection and how to repair the meaning and get re-engaged.	**Enrichment:** ● Lift a post-it from independent reading book where the student used schema to make an inference. Place in reading response journal and expand on thinking by writing longer and stronger.

Resources: ● Strategies that Work by Harvey & Goudvis	**Teacher Notes:** ● This strategy can be taught through most interactive read aloud lessons. A good carryover into writing can be asking kids to consider how an author might show a character is angry; how could the student author include this in their writing?

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2	Goal 3:2 Goal 3:3 Goal 3:7	R1D.6.a-b R1H.6.a LS1B.6 RIH.6.b,f,h	RL 10 SL 1

WORD WORK	Grade: 6	Unit of Study: Possessives	Timeline: October

Big Idea: Writers spell possessives correctly.

Learning Objectives: **The student will:** ● Spell a full range of possessives	**Suggested Learning Activities:** ● Allow partners to play tic tac toe with possessives. Use the following website or create tic tac toe boards of your own. http://www.harcourtschool.com/activi...oun/index.html ● Watch the Brain Pop video "Possessives". Complete the quiz as a class. ● Teach students the difference between singular and plural nouns. Then teach students how to make singular nouns and plural nouns possessive. Most singular possessives are formed by adding an apostrophe + s. If a singular possessive ends in s, still add an apostrophe + s. Most plural possessives are formed by adding an apostrophe following the s-ending of the plural. If a noun is plural but does not end in s, the possessive is formed by adding apostrophe + s. ● Teach students to edit their writing for correct possessive spelling. Take an excerpt of student writing and put it on the projector and edit as a class for possessives. ● Teach students the proper usage of possessive pronouns. Take an excerpt from the read aloud and show the students how the author uses words like mine, his, hers instead of always saying the character's names. Discuss the author's purpose for this. During independent reading, have students jot down a few examples of possessive pronouns and what possessive nouns they were taking the place of in their book. Share out.

Speaking/Listening Objectives: ● 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.	**Assessment for Learning:** ● Check student writing for correct possessive spelling.

Re-teaching:

- Have students complete the online tutorial for singular and possessive. http://www.wisc-online.com/objects/ViewObject.aspx?ID=WCN1601
- **For ELL students**-Some ELL students may need a mini-lesson on the concept of possessives. They may not use them in speech or may use them incorrectly. Teach the rule that governs possessives and the meaning of a possessive directly ("Harry's pencil" means "the pencil of Harry" or "the pencil belonging to Harry"). Practice this orally and give examples of when this would be used. The same goes for plurals.

Enrichment:

- Encourage students to find words that do not fit the possessive rules listed above.
- Have students make a book with it's, its, who's, whose, etc that explain the differences in contractions and possessives.

Resources:

- Words their Way for Derivational Spellers

Possessive Pronoun	Contraction
whose (whose friend)	who's (who is)
your (your friend)	you're (you are)
their (their friend)	they're (they are)
its (its head)	it's (it is)

Teacher Notes:

Number of Nouns			
Plural	**Singular**	**Plural**	**Singular**
knives	knife	*watches*	watch
wives	wife	*marshes*	marsh
wolves	wolf	*boxes*	box
staves	staff	*buses*	bus
halves	half	*waxes*	wax
leaves	leaf	*churches*	church
hooves	hoof	*sneezes*	sneeze
selves	self	*foxes*	fox
calves	calf	*sizes*	size
teachers	teacher	*tomatoes*	tomato
faucets	faucet	*mangoes*	mango
pens	pen	*cargoes*	cargo
students	student	*potatoes*	potato
pencils	pencil	*buffaloes*	buffalo
wallets	wallet	*hoboes*	hobo
ribbons	ribbon	*heroes*	hero
calendars	calendar	*dodoes*	dodo
cakes	cake	*banjoes*	banjo

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Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1	Goal 2:2	LS1B.6 RIH.6.b,f,h W2E.8.c	SL 1 L 1 a

WORD WORK	Grade: 6	Unit of Study: Figurative Language	Timeline: October

Big Idea: Readers determine idiom meanings.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Identify idioms in text and determine their meaning.	● Teach students the difference between literal meanings and figurative meanings. Fold a piece of paper in half and give it two headings: literal and figurative. On the literal side, have students draw a picture of what the idiom means/looks like literally. For example, if the idiom is it's raining cats and dogs, draw a picture of cats and dogs falling from the sky with a person standing on the street with an umbrella. On the figurative side, draw a picture of what the idiom means. For example, the man standing on the street under a heavy downpour of rain. Make a class book or bulletin board with finished products. ● Teach students that authors sometimes use idioms in their writing to liven it up and to learn more about characters. Show students idioms from comics and news articles. Have students jot any idioms they may come across in their independent reading for a week and what they think they mean. Have a class meeting to discuss the noticed idioms and make a class chart. ● Expose students to a variety of idioms using an "idiom of the day" power point. At the beginning of class or as a transition, post an idiom on the board. Have groups discuss what they think the idiom means, share out as a class. ● Partners create scripted conversations using an idiom and clues to act out in front of the class. The class guesses what the idiom means based on the context. For example, "Boy, it sure was raining cats and dogs earlier." "I know! I was completely drenched!"

Speaking/Listening Objectives:	**Assessment for Learning:**
● 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.	● Confer with students about idioms. ● Provide students a passage with idioms. Students identify idioms and write their meanings. ● **For ELL students and their peers-** If students feel comfortable, have them share some idioms from their own language or look up the idioms and ask the student to share them with the class.

Re-teaching:	**Enrichment:**
● For students struggling to keep the definitions of idioms, similes, and metaphors straight, create a sorting game with headings of idiom, simile, metaphor. Then provide examples of each, and the student sorts it into the group where it fits.	● Have students revise a passage from their independent book adding idioms. Share with peers the revised work.

Resources	**Teacher Notes:** Including idioms in daily language and teaching will make the idiom learning more effective.
● Words their Way	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 5	Goal 1:5 Goal 2:1	LS1B.6 RIH.6.b,f,h R2B.6.d R3B.6.d	SL 1 L 5 a

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READING	Grade: 6	Unit of Study: Fluency	Timeline: November

Big Idea: Readers read with appropriate phrasing and pausing.

Learning Objectives:

The student will:

- Demonstrate appropriate phrasing and pausing when reading aloud nonfiction

Suggested Learning Activities:

- Teach students to read aloud in phrases to the punctuation. Put the passage on the board and mark all of the punctuation. Model reading aloud to students and reading up to the punctuation: Michael Jeffrey Jordan (born February 17, 1963), also known by his initials, MJ,is a retired American professional basketball player, active entrepreneur, and majority owner of the Charlotte Bobcats. His biography on the National Basketball Association (NBA) website states, "By acclamation, Michael Jordan is the greatest basketball player of all time." Jordan was one of the most effectively marketed athletes of his generation and was considered instrumental in popularizing the NBA around the world in the 1980s and 1990s.
- Allow students time to practice reading aloud nonfiction with partners to practice phrasing and pausing.
- Teach students that proficient readers use their teacher voice when reading nonfiction. At mid-workshop teaching point, post a paragraph on the board from the read aloud text. Complete choral reading three times of paragraph, noticing improvement of phrasing and pausing.

Speaking/Listening Objectives:

- 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.

Assessment for Learning:

- DIBELS passages
- Have students read aloud from their independent text to ensure appropriate phrasing and pausing.

Re-teaching:	**Enrichment:**
● Have students practice reading aloud with lower level DIBELS passages. Have students do a cold read first, then teach based on mistakes made. Have students practice reading aloud twice daily, then reassess four days later. ● **For ELL students-** Students' intonation, inflection and phrasing often transfers from first languages. First language intonation, inflection and phrasing may not be compatible with English phrasing, inflection and intonation. Check student's spoken English. Does in follow English patterns? For instance, do they change tone to indicate the end of a sentence? If not, have students practice following your oral models before working on text.	• Readers that are reading at grade level targets for words per minute, prosody, and accuracy do not need to practice fluency. They should be focusing on comprehension and writing about their reading during independent reading.

Resources:	**Teacher Notes:**
● DIBELS fluency passages ● Continuum of Literacy Learning	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1	Goal 2:2	R1D.6.a-b R1H.6.a LS1B.6 RIH.6.b,f,h	RI 10 SL 1

READING	Grade: 6	Unit of Study: Navigating Nonfiction	Timeline: November

Big Idea: Readers utilize text features and text structures to comprehend expository nonfiction texts.

Learning Objectives:

The student will:

- Find appropriate expository nonfiction texts
- Determine the importance of text features used and construct meaning with the aid of text features
- Use text structure of expository nonfiction texts (compare/contrast, descriptive, cause/effect, main idea-details, chronological, order of importance) to aid in development of meaning

Suggested Learning Activities:

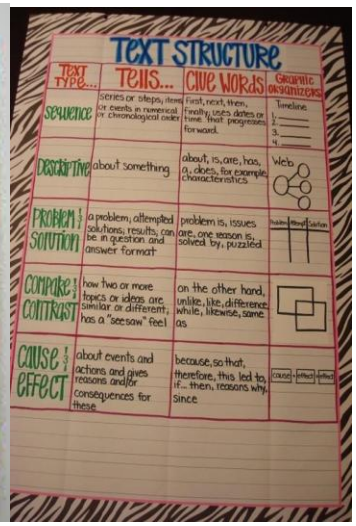
- Provide several different expository nonfiction texts at each table and have students browse through making a list in their reader's notebooks of text features found within the text and their purpose.
- Provide students with a passage that includes several types of text features placed throughout the text. Project the question, "Do authors make an intentional decision to place text features in certain places on a page or are they placed randomly?" Have students turn and talk and then share their opinions. Lead students to discover that the text feature is generally placed to add information to the text in relation to its position on the page.
- Remind students by modeling that it is important to get "the lay of the land" prior to reading expository nonfiction texts. Peruse through the text and think aloud what features are used anticipating how the text might go and what the text might be trying to teach.
- While moving through the expository read aloud, teacher will model when to stop and read/digest information from a text feature. Teacher should think aloud how the information from the text feature fits/adds to the written text. Teacher should think aloud, "This adds to my understanding of the text because..."
- Teach students to understand the importance of recognizing text structures by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented. (Example**:** If we know a selection follows a "compare and contrast" organization, we can

	expect to read about likenesses and differences between people or things. This will help us connect ideas and remember them.) ● Project a passage with a particular text structure. Define and chart the text structure and its pattern/purpose. Continue with each structure.

Speaking/Listening Objectives: ● 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.	**Assessment for Learning:** ● Project a passage with text features. Have students identify the text feature and determine its purpose in the passage. ● Project a passage with a particular text structure. Have students identify the text structure.

Re-teaching: ● http://www.cia.indiana.edu/files/ITRI_3_TF.pdf (several pages that go deeper into types of text features, their purpose, and how to use them) ● **For ELL students-** Consider providing students with a chart that lists the features, provides a visual example, and explains in a sentence or less how that feature helps.	**Enrichment:** ● Provide students with and expository nonfiction text without text features and have them add original features that add meaning. Have students share with a partner, display in class, or teach a struggling student.

Resources: ● Lucy Calkins: A Curricular Plan for The Reading Workshop, Unit 3 ● http://t4.jordan.k12.ut.us/cbl/images/litfac/binfo.pdf ● http://www.austinschools.org/curriculum/la/resources/documents/instResources/LA_res_TxtStruc_ORS_Module.pdf	**Teacher Notes:** ● Remind students that it is necessary to read nonfiction texts cover to cover rather than reading for random facts.



Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3	Goal 1:5 Goal 1:8 Goal 4:1	R1H.6.a-c,f-i R3C.6.a-l R3A.6.a-b ICTL4A.6 LS1B.6 RIH.6.b,f,h	RI 1 RI 5 RI 7 SL 1

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READING	Grade: 6	Unit of Study: Navigating Nonfiction	Timeline: November

Big Idea: Readers summarize nonfiction texts and teach partners about what their reading.

Learning Objectives:	Suggested Learning Activities:
The student will: ● Summarize using main idea and details ● Become an expert and teach partners about their reading	● Teach readers to use boxes and bullets and fist/fingers to organize main ideas and details. Provide students opportunities to practice both strategies to decide which method they prefer. Use science and social studies texts to have students practice and then teach a partner using a jigsaw approach. ● Teach readers that reading nonfiction is like taking a course in which a person is told a whole lot of new and detailed information. Instead of trying to memorize it all, note-take writing down little bits of information (details) under bigger points (main idea). ● Teach readers that subheadings can be indicators of new main ideas and the information under the subheading can be details. ● Teach readers when changing notes into summaries, to format their summaries with the main idea, then details in complete sentences. Avoid statements like “one detail is...”, “another detail is...” ● Teach readers that when people read nonfiction books on a topic, we become experts on that topic, teaching others what we know. To teach someone, we need to know the main ideas and the supporting details, and it helps to use an explaining voice and sometimes even to use your face, hands, and whole body to illustrate what you mean.

Speaking/Listening Objectives:	Assessment for Learning:
● 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.	● Have students orally share summaries of independent text during conference. ● Students complete summary of nonfiction passage.

Re-teaching:	**Enrichment:**
● Select short passages and complete main idea/detail organizers together. Practice turning notes into summary. ● Provide students a copy of a summary cut into sentences. Students read passage and determine main idea and details, then glue into order.	● Have students write summaries of entire chapters or books, determining the main idea of the entire chapter or book and including a few details that paint a clear picture of what the text was about. This can be a challenge for students to condense all of the information into a few sentences.

Resources:	**Teacher Notes:**
● Lucy Calkins: A Curricular Plan for the Reading Workshop: pg. 45-61 ● Lucy Calkins: Navigating Nonfiction	● Anchor Chart with main idea/detail note-taking strategies.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 3 CA 4 CA 6	Goal 1:5 Goal 2:2	RIH.6.b,f,h R1H.6.i LS1B.6 RIH.6.b,f,h	RI 2 SL 1

City of St. Charles School District Communication Arts Curriculum K-6
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READING	Grade: 6	Unit of Study: Navigating Nonfiction	Timeline: November

Big Idea: Readers notice words specific to the topic, determine meaning, and use them when teaching others.

Learning Objectives:

The student will:

- Use context clues to determine technical word meaning
- Notice and use technical vocabulary specific to a topic

Suggested Learning Activities:

- Write a sentence on the board that contains a technical (word specific to the topic) without context clues. Ask them to turn and talk to solve unknown word. Then provide the same sentence adding context clues. Model the LP3R method (see teacher's notes) by thinking aloud through both sentences.
- Using the expository read aloud, project a page with underlined unknown words. Have students practice using the LP3R method in pairs to solve the meanings. Combine pairs into groups of 4 to compare derived meanings and discuss.
- Have students designate a page in their reader's notebooks to list unknown technical words as they come across them in their independent expository nonfiction books and their meanings. When conferring with students, ask them to share the words with you.
- Give students time to share with the class or in partners about their independent expository nonfiction books with the expectation of using two or more of their "new" words.
- Have students complete a "ticket out of class" by writing something they discovered/learned from their nonfiction book using vocabulary specific to the topic.

Speaking/Listening Objectives:

- 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.

Assessment for Learning:

- Project unknown words in context and have students solve for meaning.
- Tickets out of class
- Conferring with students

Re-teaching:	**Enrichment:**
● Walk students through steps for solving unknown words in strategy groups or one-on-one. ● Allow students to solve unknown words with peers that use strategies effectively. ● Provide students with bookmarks with steps for solving unknown words. ● Have students create non-linguistic representations for words after solving meaning in order to use in talking about their topic. ● **For ELL students-** ELL students, even those reaching proficiency, may have developed a habit of not noticing new words. To aid students in monitoring, consider having students read a short passage and mark new words or words used in unfamiliar ways. Reinforce the importance of recognizing new words to learning. ● **For ELL students-** Students with higher levels of proficiency in their first language can also use the strategy of recognizing cognates (two words that sound alike in their first and second languages). Remind students from Spanish and French dialect backgrounds that this is an especially effective strategy for academic and technical words. Academic and technical words often sound alike.	● Students may create glossaries for expository nonfiction texts while or after reading.

Resources:	**Teacher Notes**
● http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html?tab=4#tabs	● Chart the following: **L**ook-before, at, and after the new word **P**redict-quickly predict the word's meaning, remembering that a wrong prediction is often a good start **R**eason-think more carefully about the word's meaning, trying to be as precise as the context clue permits **R**esolve-recognize that you may need to take other steps (e.g., look it up, ask someone) **R**edo--go through the steps again if necessary

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 3	Goal 3:3 Goal 3:4 Goal 3:7	R1E.6.a-c R3B.6.a-d R3C.8.j LS1B.6 RIH.6.b,f,h	RI 4 SL 1

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

WRITING	Grade: 6	Unit of Study: Informative Writing	Timeline: November

Big Idea: Writers will recognize expository writing techniques in mentor texts and develop specific research questions relevant to their topic.

Learning Objectives:

The student will:

- Analyze and jot noticings of informational mentor texts
- Develop research questions

Learning Activities:

- Instructor will provide nonfiction articles that provide information on a specific topic organized into sections with headings and other text features.
- In partners or small groups, students will read the article and jot noticings about the "writing craft". Examples: The article begins with a lead paragraph. Each paragraph that follows provides more in-depth information. The article has a conclusion that wraps up the main ideas.
- Lead students to these "noticings" while leading them to that this type of writing requires research and organization and includes several aspects of the same topic.
- Through modeling, develop specific questions the author must have used to guide their research. Demonstrate deciding which aspects of the main topic must have been of interest to the author as indicated by the information within the article.
- Discuss general questions too broad for locating useful information and narrow down to specific guiding questions appropriate for research.
- Guide writers in selecting a topic that is interesting, and that they can commit to.
- After students generate research questions for their topic, have them list their questions on a piece of paper with the essay topic at the top of the page. Have writers pass their papers in circular fashion around their table or room with peers giving feedback about the quality of the questions or providing input. Example: Bears- What species live in the United States? How many human deaths are caused by bears per year in the United States? What is the bear population in Missouri?

Speaking/Listening Objectives:	**Assessment for Learning:**
● Interpret information presented in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	● Conferring with students

Re-teaching:	**Enrichment:**
● In strategy groups, have students read an expository article with the headings eliminated. Have them highlight the main idea in the lead paragraph and the details to support it. Have students draw lines or arrows from the detail in the lead paragraph to the section where that detail is expounded upon. Have students write an appropriate heading for that section. ● Provide an expository article and a list of questions that are appropriate for finding information about each section. Have students match the questions that could be used for research to the appropriate section. ● After reading a section of an expository article, have students brainstorm questions that could have been used to research information for that section. Using generated questions, brainstorm all the possible information you might discover. Is the question too broad, too narrow, or appropriate. Guide students in revising questions to fit their research needs.	● Have students peer-tutor using any of the Re-teaching ideas. ● Have students hold writing conferences struggling students to provide feedback on their generated questions.

Resources:	**Teacher Notes:**
● The Continuum of Literacy Learning ● www.readingandwritingproject.com ● www.timeforkids.com	

Marzano Strategies: **Equity/Workplace Readiness**

	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3	Goal 1:1 Goal 2:2 Goal 3:2 Goal 3:7 Goal 4:1	ICTL2B.6.a-c ICTL3A.6.b-c ICTL4D.6.a-b ICTL5B.6 W3A.6.a	W7 SL2

WRITING	Grade: 6	Unit of Study: Informative Writing	Timeline: November

Big Idea: Writers determine if websites are trustworthy before using their information.

Learning Objectives:	Learning Activities:
The student will: ● Use critical thinking to determine credible sources ● Gather relevant information from multiple sources	● Teach students the different domain names and what they mean/represent. For example, .gov means government, .org means organization, etc. Discuss which domains may be more credible than others (.gov vs. .net) and why. Discuss why it's important to use credible information in our writing (presenting true facts to our audience, being trustworthy in our writing, it's the purpose of informative writing.) ● Do a whole class exploration of the following websites given at the bottom of the page on: https://cyberwarriors.wikispaces.com/Evaluating+Websites?showComments=1 Good ones to use are: Cybertan, Aluminum Foil Detector Beanies,Buy an Ancestor Online, Google Technology. Create a class chart of noticings of the websites, clues that the websites are not credible (the information is ridiculous, the unprofessional backgrounds/fonts, the domain names are not trustworthy.) ● Teach students to analyze the websites they are using to collect information from for credibility. Asking questions whole class throughout the research time like, "Look at the website you're using right now. Turn to a partner and explain to them why it is or is not a credible website. If you're struggling to find a credible website, let me know." ● Teach students to be specific when searching online in search engines. Being specific will help refine searches and make looking online easier. For example, if you're researching concentration camp living conditions during the Holocaust, typing in "the Holocaust" to the search engine will not provide enough specific information. ● Teach students that authors of informative writing cite multiple

	sources in their writing. Discuss: why would authors need to include more than one source? What does that do for the reader? Should authors use just the internet? What other sources are available? ● Teach students to document their sources using MLA format. Provide students with rules for the format and practice whole class documenting websites, books, magazine articles, and videos. Provide students with the website: http://citationmachine.net to help with their documenting.

Speaking/Listening Objectives:	**Assessment for Learning:**
● 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. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	● Check student notes to ensure they are documenting all of their sources. ● While students are researching, do a short conference with students to ensure they are clear on what credible websites look like and how they can be sure they are using them.

Re-teaching:	**Enrichment:**
● For students struggling to find credible websites, instruct them to use websites with the domain names: .edu and .gov. OR provide them with a list of websites you have predetermined are credible and easy to navigate. ● Pull a small group for students having trouble with citing sources. Fill out a citation form together (MLA or APA) for websites and books, and have them glue in their notebooks. Then provide them with blank forms they can fill out on their own when documenting sources. ● **For ELL students-** Directly teach the word credible. If possible, provide ELLs with a worksheet to record information they learn about credible and not credible sources (perhaps two column notes).	● Encourage students to collect from a variety of sources in different formats including: videos, magazines, newspaper articles, websites, and books. Have students analyze the information for bias. How can you tell if it's biased/unbiased? Have these students teach small groups of students how to look for bias.

Resources:	**Teacher Notes:**
● Credible website exploration: https://cyberwarriors.wikispaces.com/Evaluating+Websites?showComments=1 ● Citations: http://citationmachine.net	● Determining credible websites and knowing what to type in the search engine are tough skills to grasp. Plan on spending a couple of days on each.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning		Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 2 CA 3 CA 4	Goal 1:1 Goal 1:2 Goal 1:4 Goal 1:7	ICTL1A.6.a-d ICTL2B.6.a-c ICTL3A.6.b-c ICTL4C.6.a ICTL4D.6.a-b ICTL5B.6 W3A.6.a R1H.6.h LS1B.6 RIH.6.b,f,h	W7 W8 SL 1 SL 2

WRITING	Grade: 6	Unit of Study: Informative Writing	Timeline: November

Big Idea: Writers will gather information from sources and paraphrase their data.

Learning Objectives:

The student will:

- Paraphrase data while avoiding plagiarism and document sources
- Gather relevant information from multiple sources
- Organize information (note-taking)

Learning Activities:

- Discuss with students: What kind of sources should you use when collecting information for a project? Construct a class chart. Ask students, “Should you have more than one source? Why is it important to have more than one source?”
- Discuss primary vs. secondary sources. What’s the purpose of both? Teach students that secondary sources have less bias while primary sources have bias. However, primary sources are firsthand accounts of what happened. Teach students the importance of using both primary and secondary sources.
- Teach students note-taking strategies like boxes and bullets to organize their information, headings and subheadings, and outline form. Model taking notes and determining what’s important to jot down that will be used in your writing and what is extra information unnecessary for your own writing piece.
- Teach students that when searching to find quotes to add to their writing, searching in Google by “quotes about tigers”, is not effective. They may need to read articles about tigers and use a quote from there, interview a person who works with tigers, etc.
- Teach students about plagiarism. Discuss why it must be avoided (calling other people’s work your own isn’t fair, and it’s illegal.) All of the following are considered plagiarism: turning in someone else's work as your own,copying words or ideas from someone else without giving credit, failing to put a quotation in quotation marks, giving incorrect information about the source of a quotation, changing words but copying the sentence structure of a source without giving credit, copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Speaking/Listening Objectives:	**Assessment for Learning:**
● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	● Confer with students about note-taking and ensuring they are not plagiarizing.

Re-teaching:	**Enrichment:**
● Provide students with two sources (one determined to be credible and one based completely on opinion). With guidance, have students compare and contrast the appropriate uses for each type of source. Discuss bias. ● Provide students with one piece of information on a topic. Ask questions that the student could use the information to only partly answer but need to infer or guess for the entire answer. Provide another source that helps to fill in the missing information. Discuss the value of more than one source.	● Encourage students to cite primary sources throughout their document.

Resources:	**Teacher Notes:**
http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html --Research Building Blocks: "Cite Those Sources!" http://www.plagiarism.org/	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3 CA4	Goal 1:2 Goal 1:4 Goal 1:5 Goal 1:7 Goal 1:8 Goal 2:1 Goal 4:1	ICTL2B.6.a-c ICTL3A.6.b-c ICTL4D.6.a-b ICTL5B.6 W3A.6.a ICTL1A.6.a-d	W 7 W 8 SL 2 SL 3

City of St. Charles School District Communication Arts Curriculum K-6
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WORD WORK	Grade: 6	Unit of Study: Prefixes	Timeline: November

Big Idea: Students use prefixes to help determine and change word meaning.

Learning Objectives:

The student will:

- Analyze and apply prefixes for word meaning.
- Review prefixes: in, un, dis, mis, pre, fore, post, after, re, ex, de, sub, com, pro, en;
- Review suffixes: y, ly, er, est, ier, iest,

Learning Activities:

- Teach students that when adding prefixes to a word, the prefix and base word's spelling DO NOT change.
- Have students play memory using index cards. Provide students with a word list that contains prefixes. Students write the prefix on one card, the base word on another. Then they can play with a partner trying to match the base words with the prefix cards. Another variation would be matching the prefix card to what the prefix means. For higher students, allow them to create their own word list.
- At the mid-workshop teaching point, ask students to share any words with prefixes they might have discovered in their independent reading. Talk about how the prefix on the word changed the word meaning.
- Play Sparkle with students with words with prefixes and suffixes. Instead of saying sparkle when the word is over, have students tell what the prefix/suffix means. If they're correct, next person sits down.
- Provide students with the words react, reread, redo, and rewrite. Draw a box around the base word and highlight the prefix. Ask how these words are related. Knowing the prefix is re-, what can we infer the prefix re- means? Do this activity when introducing new prefixes providing students the opportunity to construct their own meaning.
- Teach students to revise their writing adding prefixes. "You may want to see if you're using the words 'not' or 'again' frequently in your writing. If so, you can keep your writing more interesting by using words with prefixes that will convey the same idea."

Speaking/Listening Objectives:	**Assessment for Learning:**
Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	● When conferring about independent text, have the student share meaning of word with prefix. ● Provide students an assessment with words with prefixes and have them determine word meaning.

Re-teaching:	**Enrichment:**
● In a small group, make a bookmark with common prefixes and their meanings. Have students refer to this bookmark as they're reading to help figure out word meaning. Tell students to write down 5 words with prefixes and what they mean from their independent reading book. Meet again in a small group to share their ideas. ● **For ELL students-** For students at the beginning levels of proficiency, consider making a list of 3-5 common prefix words with visuals. Explain the words to them. Next, have them explain the words to a partner. Students can use these words when participating in prefix classroom activities.	● Show students examples of words with double letters after adding a prefix like unnatural and illogical. Encourage students to come up with more examples of words with double letters when adding the prefix. ● When having the rest of the class look for words in independent text with prefixes, encourage students to look for words with prefixes and suffixes.

Resources:	**Teacher Notes:**
● Words Their Way for Derivational Spellers Unit 1 and 2	Provide students with a prefix list to keep in their notebooks. As a class, jot down the prefix meanings with a few examples.

Name(1)_____ Period _____Date_____

Prefix Chart

Prefix	Meaning	Examples
anti	against	
bi	two	
com, con	with, together	
de	opposite of, away	
dis	opposite of, apart, away, no	
em, en	in, into	
ex	out, away from	
fore, pre	before	
im, in	in, into	
im, in, ir, il	not	
inter	between or among	
mid	middle of	
mis	wrongly, badly	
non	not, no, without	
over	too much	
per	through	
pre	before	
re	again, back, do over, do again	
semi	half	
sub	under	
super	above, larger, or better in some way	
trans	across	
tri	three	
un	opposite of, not	
under	too little	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 4	Goal 1:5 Goal 1:6 Goal 2:1 Goal 2:2	LS1B.6 RIH.6.b,f,h R1E.6.a-c W2D.6.a-b	SL 1 L 4 L 6

WORD WORK	Grade: 6	Unit of Study: Figurative Language	Timeline: November

Big Idea: Writers use alliteration to impact text.

Learning Objectives:	Learning Activities:
The student will: ● Identify examples of alliteration in text, analyze its impact on the text, and intentionally include in personal writing	● Write the following on the board: A skinny skunk sneaked into school; Kate keeps kangaroos and kittens in the kitchen; Bobby buys bottlecaps. Have students discuss what they notice. Teach students alliteration is the repetition of consonant sounds at the beginning of words in poetry or any writing. Read the poem "Bleezer's Ice Cream" by Jack Prelutsky. Have students jot down any examples of alliteration they hear. ● Read aloud Animalia by Graaeme Base. Discuss with students why the author used alliteration. What impact did it have on the text? Possible answers: made it more fun to read, helped the reader visualize. ● Make a class alphabet book with each page being a different letter and example of alliteration. Decide on a class theme like: All about Jefferson, Animals, or Sports. Then each student is responsible for coming up with a line (or paragraph) of alliteration and illustrating a picture to go with it. ● In the mid-workshop teaching point, lift a line from the read aloud that has an example of alliteration. Discuss if the alliteration was intentional, why or why not. Why would the author include this in their writing? Encourage students to be aware of alliteration in their books and share out examples at the end of class. ● Teach students that just like Shel Silverstein and Jack Prelutsky, authors of other writing genres include alliteration. Have students continue drafting their writing intentionally including alliteration. In peer conferences, have students discuss if the alliteration adds to their writing or is too distracting. How can this be revised so to not distract the reader?

Speaking/Listening Objectives:	**Assessment for Learning:**
Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	● When conferring with writers, ask to see their examples of alliteration. Why did you include alliteration here? Is there another place you could include it? ● When conferring with readers, ask for them to share a place they jotted about alliteration and why the author included alliteration there.

Re-teaching:	**Enrichment:**
● Give students a poem or article with examples of alliteration. As a group, read through the first half highlighting words that are examples of alliteration. Stop and talk about why those are clear examples. The second half, students can highlight alliteration examples with a partner or independently.	● Teach students assonance is the repetition of vowel sounds at the beginning of words in a poem or writing. Have students identify examples of this in their independent text and revise their writing to add assonance.

Resources:	**Teacher Notes:** Just like all figurative language, this will need to be revisited throughout the year in all types of text to teach readers and writers it is not just a poetic feature.
Bleezer's Ice Cream: http://www.poemhunter.com/poem/bleezer-s-ice-cream/ Shel Silverstein poems	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**		**Common Core State Standards**
CA 1 CA 2 CA 3 CA 4	Goal 2:1 Goal 2:2	W3A.6.a W2A.6.a-b W2C.6.a-b W2D.6.a-b	R2B.6.d R3B.6.d LS1B.6 RIH.6.b,f,h	W 3 W 4 W 5 L 5

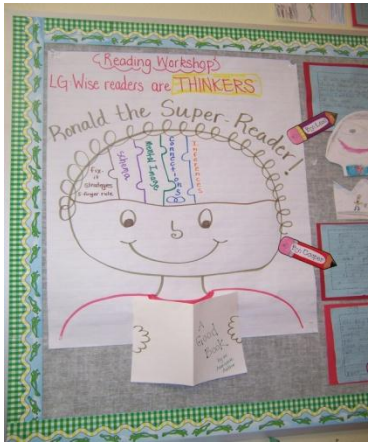
THINKING STRATEGY	Grade: 6	Unit of Study: Determining Importance	Timeline: November

Big Idea: Readers determine what is important to comprehend text.

Learning Objectives:	Learning Activities:
The student will: ● Determine important information/facts during and after reading.	● Teacher will read aloud a picture book such as Lily's Purple Plastic Purse and pose the question, "What should Ms. M keep in her purse and why?" for students to respond to in their reader's notebooks. Students will determine what Ms. M must keep in her purse, might keep in her purse, and will not need in her purse. Have students turn and talk sharing their lists and reasoning. Link the activity to determining what is important when comprehending a specific text. Some things are necessary, some things might be important, and some things are unnecessary for comprehending the purpose of the text. ● Project a piece of expository text from Social Studies or Science text and provide copies for students. Through modeling, teach students a method for highlighting with pink, yellow, and green highlighters (crayons would also work for underlining). "Green=Go" (keep reading through text as this information is not needed to understand the purpose of the text). "Yellow=Caution" (read slower as I might need this information to understand the purpose of the text). "Red=Stop" (stop and pay close attention to this information as it will help me determine the importance of this text). Next, model writing a summary of what you just read using the "pink and yellow" information. See resource section for this graphic organizer.

Speaking/Listening Objectives:	Assessment for Learning:
Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly	● Conferring with students ● Project a piece of text and have students jot the important facts, ideas or details.

Re-teaching:	**Enrichment:**
● Provide a short piece of text for students to read. Next, provided strips with important details and also strips with unimportant details,and have students determine which are needed to understand or move the story along. Which are not relevant?	● Provide a magazine article. Have students write a summary. Next, have students to go back and underline parts that were not included in their summary. Have them highlight the parts that were included in their summary. Discuss the purpose for those unimportant inclusions. Have them analyze if those were the parts they were able to read quickly over. Have them analyze the highlighted text. Were those the parts they slowed their reading to ensure understanding. ● Have students share their findings with a student struggling with this concept.

Resources:	**Teacher Notes:**
● http://beyondpenguins.ehe.osu.edu/ (a variety of nonfiction science articles to use for practice)	

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Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 2 CA 3	Goal 1:5 Goal 1:6 Goal 1:8 Goal 4:1	R1H.6.a-c,f-i R2C.6.a-i R3C.6.a-l LS1B.6 RIH.6.b,f,h	RL 1 RI 1 SL 1

INTERACTIVE READ ALOUD	Grade: 6	Unit of Study:	Timeline: November

Big Idea: Readers utilize text features and text structures to comprehend expository nonfiction texts.

Learning Objectives:

The student will

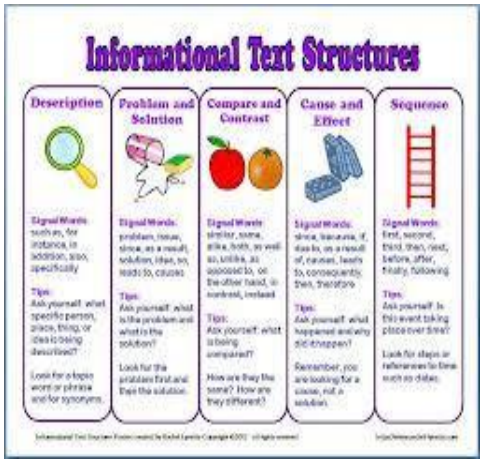
- Use text features to predict what the text will include
- Use text features to organize thinking and add to understanding
- Use text structures to comprehend expository text

Learning Activities:

- While reading a passage that includes several types of text features placed throughout the text. Project the question, "Do authors make an intentional decision to place text features in certain places on a page or are they placed randomly?" Have students turn and talk and then share their opinions. Lead students to discover that the text feature is generally placed to add information to the text in relation to its position on the page.
- Remind students by modeling that it is important to get "the lay of the land" prior to reading expository nonfiction texts. Peruse through the text and think aloud what features are used anticipating how the text might go and what the text might be trying to teach.
- While moving through the expository read aloud, teacher will model when to stop and read/digest information from a text feature. Teacher should think aloud how the information from the text feature fits/adds to the written text. Teacher should think aloud, "This adds to my understanding of the text because..."
- Teach students to understand the importance of recognizing text structures by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented. (Example**:** If we know a selection follows a "compare and contrast" organization, we can expect to read about likenesses and differences between people or things. This will help us connect ideas and remember them.)
- Project a passage with a particular text structure. Define and chart the text structure and its pattern/purpose.

Speaking/Listening Objectives:	**Assessment for Learning:**
• Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study	• Project a passage with text features. Have students identify the text feature and determine its purpose in the passage. • Project a passage with a particular text structure. Have students identify the text structure. • Tickets out of class

Re-teaching:	**Enrichment:**
• http://www.cia.indiana.edu/files/ITRI_3_TF.pdf (several pages that go deeper into types of text features, their purpose, and how to use them • **For ELL students-** Consider providing students with a chart that lists the features, provides a visual example, and explains in a sentence or less how that feature helps.	• Give students pieces of nonfiction text with blanks in the places that text features were included and have them decide what the text features would have been or would have included. (eg. a picture here of____ would have helped the reader understand ____. The caption would have read _____.) • Give students a piece of nonfiction text without text features and have them create effective features. • Give pieces of nonfiction text with a specific text structure and have them rewrite the piece with a different structure.

Resources:	**Teacher Notes:**
• Lucy Calkins: A Curricular Plan for The Reading Workshop, Unit 3 • http://t4.jordan.k12.ut.us/cbl/images/litfac/binfo.pdf • http://www.austinschools.org/curriculum/la/resources/documents/instResources/LA_res_TxtStruc_ORS_Module.pdf	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA3	Goal 1:5 Goal 1:8 Goal 4:1	R1H.6.a-c,f-i R3C.6.a-l R3A.6.a-b ICTL4A.6	RI 1 RI 5 RI 7 SL 2

READING	Grade: 6	Unit of Study: Fluency	Timeline: December

Big Idea: Readers orally read at a proficient rate.

Learning Objectives:

The student will:

- Demonstrate appropriate rate (125-160 wpm) when reading a grade-level text

Learning Activities:

- After completing a running record with a student, inform them of their rate. Discuss with the student why their rate was slower, just right, or faster than the expectation.
- Teach students that your rate may change with the type of text you're reading. Model reading aloud a passage from the science or social studies text. Have students discuss with their groups about your rate (slower.) Then read aloud a fiction read aloud (current or past) and have students discuss your rate (faster.) Why do you think the rate changes?
- Have students read aloud to a partner. Partner sets the timer for one minute, and sees how many words their partner reads fluently. Partners discuss the rate, on track, too slow, or fast.
- At a mid-workshop teaching point, teach students that sometimes when reading, you come to a suspenseful part in the text and slow your rate down. You really want to build up the anticipation as a reader so you slow your rate down to really put yourself in the character's shoes. On the flip side, if you're at a really funny part in your text, your rate may speed up because you're so engaged in the text.
- Teach readers to be aware of their rate in their independent reading. Students should be reading 75% the amount of pages of the minutes they read (15 pages in 20 minutes.) If you're significantly below this, the book is probably too hard or you aren't engaged. If you're reading significantly above, the opposite is true. Have partners turn and talk about their noticings about the relationship between their number of pages and minutes in a sitting. What's your plan for your reading future?

Speaking/Listening Objectives:	**Assessment for Learning:**
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.	● DIBELS passages ● Running Record ● Teacher's College Benchmarks

Re-teaching:	**Enrichment:**
● Some students repeat (not self correct) a lot of words or phrases when reading aloud. Challenge them to read a sentence the whole way through without repeating, then two sentences, then a paragraph. Students continue practicing to read aloud with a partner and checking in with teacher. ● Have students practice with a DIBELS passage at home with parents each night focusing on all components of fluency. Do a cold read on Monday, reassess on Friday, discussing their fluency growth over the week.	Readers that are reading at grade level targets for words per minute, prosody, and accuracy do not need to practice fluency. They should be focusing on comprehension and writing about their reading during independent reading.

Resources:	**Teacher Notes:**
DIBELS passages Continuum of Literacy Learning	Continue using the fluency strategies from previous months like DIBELS, choral readings, and reader's theater.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1	Goal 2:2	R1D.6.a-b R1H.6.a LS1B.6 RIH.6.b,f,h	RI 10 SL 1

READING	Grade: 6	Unit of Study: Navigating Nonfiction	Timeline: December

Big Idea: Readers use strategies to make sense of and share nonfiction texts.

Learning Objectives:

The student will:

- Compare and contrast one author's presentation of events and purpose with that of another on a grade level text
- Summarize using main idea and details
- Participate in book clubs and provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text
- Notice and use technical vocabulary specific to a topic

Learning Activities:

- Pair students up and give them the following "Moving Day" scenario to role-play: One of the students is forced to move out of the home they have lived in for all their life, while the other student is moving into that same home (a dream home). Advise students to talk to each other about how it might feel to be moving in or moving out.
- Explain that there can be more than one perspective about the same event. In our exercise, we each had a very different perspective of "Moving Day," depending on which role we had. Therefore, which side of the conflict you were on determined your perspective. By examining more than one perspective, we can get a better understanding of the whole situation or event. While we usually empathize with one perspective, by viewing a conflict from very different perspectives we get the complete picture about what's happening and why people act and react the way they do.
- Provide students with articles written from the editorial section of the newspaper in which one writer is pro and another con about a situation. Compare and contrast perspectives, presentation of the events, and the bias or purpose of each writer.
- Have students read a nonfiction article such as "Learn About Light". Arrange sentence strips on the board in random order. Have students arrange the strips in order. Next, ask what are the "most important" ideas from the text and have them remove the less important ideas ? Have students look at the "What's Important" page (see resources). After the less important ideas

	are removed, you will have the most important ideas in order for students to write a summary. Model writing the summary. Use any social studies or science topic relevant to study. ● Set up book clubs on the same topic matching books to student reading level. Find similar subtopics for guided questions. Allow two or more book club members, reading different books, to meet and compare and contrast evidence found within their books to answer questions. As discrepancies occur, allow students to look deeper to come to conclusions on accuracy of text. ● When students are meeting in book clubs, conferring with teacher, or teaching others about their topic, require them to use technical terms. ● Have students keep a list of technical terms and their derived meaning in their reader's notebooks.

Speaking/Listening Objectives:	**Assessment for Learning:**
● 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. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● 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.	● Summarizes nonfiction text ● Thinks beyond text- nonfiction ● Conferring with students ● Conferring with book clubs ● Students teaching others about their topic(s)

Re-teaching:	**Enrichment:**
● Use lower-leveled text to match student's reading level when reading nonfiction articles with fewer sections and important	● Have students write their perspective of an event that happened during the school day (eg. the Veteran's assembly, morning

details. ● After reading a lower-leveled nonfiction article, provide pictures without words for students to put in order and write in their own words the description of the event. Then complete by removing the less important details leaving the important details in their words for the summary. ● **For ELL students-** Consider helping students who are literate in their first language find a resource in their native language. Consider having students use dictionaries or electronic translators to translate technical terms. Help students avoid translating entire paragraphs of texts by setting expectations that require students to only translate words they don't know.	assembly in which one is awarded and one is not) have them compare and contrast perspective. ● Have students analyze commercials or printed ads for bias. ● Have students teach a social studies or science concept using technical terms and most important details/ideas.

Resources: http://www.readworks.org/lessons/grade6/house-mango-street/lesson-3 http://www.slideshare.net/elkissn/lesson-for-teaching-nonfiction-summarizing -- What is Light? Summarizing, Paraphrasing, and Retelling by Emily Kissner The Forest and the Trees by Emily Kissner	**Teacher Notes:** ● Chart "What is Important" (Does it relate to a main idea or key topic? Is the idea repeated? Does the idea relate to a heading? Does the idea explain a key word or main topic

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**		**Common Core State Standards**	
CA 3 CA 6 CA 7	Goal 1:5 Goal 1:8 Goal 1:10 Goal 4:1	R1H.6.a-c,f-i R3C.6.a-l R1H.6.b,i R1E.6.a-c R3B.6.a-d	R3C.8.j R3C.6.a,i,e ICTL4C.6.a LS1B.6	RI 1 RI 2 RI 3 RI 4 RI 6	RI 8 RI 9 SL 1 SL 2

READING	Grade: 6	Unit of Study: Navigating Nonfiction	Timeline: December

Big Idea: Readers select hybrid nonfiction texts and use text structure to comprehension.

Learning Objectives:	Learning Activities:
The student will: ● Find appropriate hybrid nonfiction texts ● Use text structure of hybrid nonfiction texts (narrative, compare/contrast, descriptive, cause/effect, main idea-details, chronological, order of importance) to aid in development of meaning.	● Provide several different strictly expository and hybrid nonfiction books at each table (place post its on each book either labeled expository or hybrid ahead of time). Have students notice the similarities and differences between the two styles of nonfiction texts. ● Have students turn and talk answering the questions, "Why would an author choose to include narrative structure in a nonfiction text?" How would the addition of other text structures and features add to the interest level of biographies?" ● Provide several different hybrid nonfiction texts at each table and have students browse through making a list in their reader's notebooks of text structures found within the text and their purpose. ● Teach students to understand the importance of recognizing text structures by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented. (example: If we we know a selection follows a "compare and contrast" organization, we can expect to read about likenesses and differences between people or things. This will help us connect ideas and remember them.) ● Project a passage with a particular text structure. Define and chart the text structure and its pattern/purpose. Continue with each structure.

Speaking/Listening Objectives:	Assessment for Learning:
● 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.	● Project a passage with a particular text structure. Have students identify the text structure.

Re-teaching:	**Enrichment:**
● Use graphic organizers to pull out important information to aid with comprehension according to the text structure used (eg. venn diagram for compare and contrast, timeline for sequential, box and bullets for main idea and detail, plot diagram for narrative) within one text to show students the different structures within one text. Teach them to use graphic organizers to determine what structure is being used (eg. what graphic organizer would be easier to chart information?)	● Provide students with a timeline of a famous person or historical event. Have them write a hybrid piece that includes a narrative section as well as other text structures and features.

Resources:	**Teacher Notes:**
● Lucy Calkins: A Curricular Plan for The Reading Workshop, Unit 3 ● Lucy Calkins: Navigating Nonfiction, Unit 2	● Chart graphic organizers appropriate to graph information in a section of text. (See Re-teaching) ● Disaster books are great read alouds for hybrid text. (ie. I Survive Series)

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**		**Common Core State Standards**
CA 3	Goal 1:5 Goal 1:8 Goal 4:1	R1H.6.a-c,f-i R3C.6.a-l R3A.6.a-b	ICTL4A.6 LS1B.6 RIH.6.b,f,h	RI 1 RI 5 RI 7 SL 1

WRITING	Grade: 6	Unit of Study: Informative Writing	Timeline: December

Big Idea: Writers will gather information from sources and paraphrase their data.

Learning Objectives:

The student will:

- Gather relevant information from multiple sources
- Paraphrase data while avoiding plagiarism

Learning Activities:

- Discuss with students: What kind of sources should you use when collecting information for a project? Construct a class chart. Ask students, "Should you have more than one source? Why is it important to have more than one source?"
- Discuss primary vs. secondary sources. What's the purpose of both? Teach students that secondary sources have less bias while primary sources have bias. However, primary sources are firsthand accounts of what happened. Teach students the importance of using both primary and secondary sources.
- Teach students note-taking strategies like boxes and bullets to organize their information, headings and subheadings, and outline form. Model taking notes and determining what's important to jot down that will be used in your writing and what is extra information unnecessary for your own writing piece.
- Teach students about plagiarism. Discuss why it must be avoided (calling other people's work your own isn't fair, and it's illegal.) All of the following are considered plagiarism: turning in someone else's work as your own,copying words or ideas from someone else without giving credit, failing to put a quotation in quotation marks, giving incorrect information about the source of a quotation, changing words but copying the sentence structure of a source without giving credit, copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Speaking/Listening Objectives:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

Assessment for Learning:

- Confer with students to ensure their notes are in their own words.

grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	

Re-teaching: ● Use a shared text, practice taking notes in outline form. While note-taking, model think alouds of changing text information into your own words. ● **For ELL students-** Use the above strategies. Also, if the student is literate in a first language, consider helping the student to find at least one example of text in that language.	**Enrichment:** ● Encourage students to cite primary sources throughout their document. Teach students how to determine meaning from old language.

Resources: Time for Kids articles, Scholastic News, Lucy Calkins Curricular Plan for Writer's Workshop	**Teacher Notes:** Helping students distinguish between credible and incredible sources is essential.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 3	Goal 1:1 Goal 1:2	W3A a ICTL2B a-c ICTL3A a, b ICTL4D a, b ICTL1 A a-d ICTL4C a ICTL6B b,c ICTL3A a-b	W 2 W 7 W 8 W 9 SL 1

WRITING	Grade: 6	Unit of Study: Informative Writing	Timeline: December

Big Idea: Writers use specific structures to organize and present their writing.

Learning Objectives:

The student will:

- Use a feature article structure to help readers understand information and interest them in a topic
- Use organizational structures (for example, compare and contrast, cause and effect, temporal sequence, problem and solution, and description)

Learning Activities:

- Teach students the different text structures of nonfiction and their purpose. Using mentor texts from reading, discuss why the authors chose to use cause/effect, chronological, and problem/solution.
- Provide students with a list of possible writing topics: How a fox hunts, the life cycle of a plant, the effects of global warming, and possible remedies for global warming. Partnerships decide which text structure would make the most sense for these writing topics and defend their reasoning. Students decide on the text structure that makes the most sense for their piece of writing and justify their reasoning with a partner.
- Teach students that a feature article begins with a lead paragraph, with more detailed information in subsequent paragraphs, and a conclusion.
- Provide students a graphic organizer to complete for leads, detail paragraphs, and conclusion. What kind of subheadings could you use before your detail paragraphs? Discuss subheading titles. What did you notice about our mentor text subheadings? Possible answers: interesting, questions, tell you what the section will be about.

Speaking/Listening Objectives:

- 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.

Assessment for Learning:

- Confer with students about text structure choices.

Re-teaching:	**Enrichment:**
● Meet with students and discuss their text structure choices and which would make the most sense for their writing piece. ● **For ELL students-** Help students at lower proficiencies plan writing using a graphic organizer. Provide students with lists of words and phrases that might be found in that kind of text structure. Directly teach any grammatical structures needed to write that type of structure. For instance, the grammatical structure for compare and contrast is distinct.	• Students can create a hybrid structure for their writing.

Resources:	**Teacher Notes:**
Time for Kids articles, Scholastic News, Lucy Calkins Curricular Plan for Writer's Workshop, The Continuum of Literacy	

Marzano Strategies: **Equity/Workplace Readiness**

	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 4	Goal 2:1	W2B.6.a W2A.6.a-b W2C.6.a-b LS1B.6 RIH.6.b,f,h	W 2 a SL 1

WRITING	Grade: 6	Unit of Study: Informative Writing	Timeline: December

Big Idea: Writers will plan and draft an informative writing piece.

Learning Objectives:	Learning Activities:
The student will: ● Use the writing process to pre-write and draft an informative piece ● Write an engaging lead and first section that orient the reader and provide an introduction to the topic ● Provide details, interesting examples, and quotations that develop the topic	● Teach students that information writers pick a topic that's important to them and that they are dedicated to. Talk about writing experiences where they were not emotionally invested or interested in the topic. How was that experience for you as a writer? What about a time you loved what you were writing about? Make sure the topic you're picking is one you're excited to learn about and share your knowledge of. ● Have students begin to collect research for many different topics, then decide which one they are most interested in and have the most information about. Teach students to pick that topic and focus in on specific parts of it, the most interesting aspects of the topic. This will be the information they present in their paper. ● Teach students to write an effective and engaging lead that entices readers to read the piece. After studying mentor texts, discuss what information was in an effective lead. Teach students the lead should include the topic but not all of the points in the piece. ● Teach students to think about a focus or perspective for the piece. Prompt students to consider: What do I want to say to my readers? What do I feel is important for someone to know and feel after reading my piece? ● Teach writers that expository writing takes the "I" out. Remind students as they're writing to avoid using phrases like "I believe, I think." This writing is written from the perspective of teaching someone about your topic, not about you. ● Teach students one way writers rehearse for drafting is sharing everything they know about their topic with a partner. Then students begin drafting the pages they are most fired up about and excited about. Encourage students to draft one subsection

	at a time keeping in mind everything they want to teach their reader about their topic. This is a great **ELL** activity!

Speaking/Listening Objectives: ● 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.	**Assessment for Learning:** ● Confer with students to ensure they have different sections for their topic and have a strong not too broad (or specific) topic.

Re-teaching: ● Use student's authority lists from the beginning of the year in their writer's notebooks. Confer with students struggling to come up with a topic to write about and have them write about one of those topics. ● For students struggling to think of categories or subtopics, teach them writers can always go back and revise their topics to make them broader. ● **For ELL students-** See the note under "Learning Activities." If students at beginning and intermediate levels of proficiency are struggling, consider having students practice phrasing with a peer or adult orally. After several times through the same information orally, have the student begin writing.	**Enrichment:** ● Encourage students to write an anecdote lead. Refer to the leads in the series Disasters Up Close for mentor texts. Discuss why sharing someone else's story is different and acceptable in expository writing (not "I".)

Resources: http://teachingvision.org/resources/PDF/exleads.pdf	**Teacher Notes:** It is strongly recommended to have students pick a topic they are interested in and already have knowledge about. Because this is the beginning of the nonfiction reading unit too, students are still developing their nonfiction reading skills and stamina.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 4	Goal 2:1	W2C.6.a LS1B.6 RIH.6.b,f,h	W 2 a SL 1

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THINKING STRATEGY	Grade: 6	Unit of Study: Synthesizing	Timeline: December

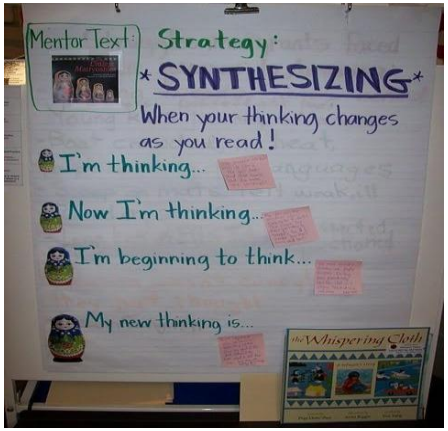
Big Idea: Readers synthesize information to comprehend nonfiction text.

Learning Objectives:	Learning Activities:
The student will: ● Use synthesis to extend meaning from literal to inferential when comprehending nonfiction text.	● Provide students with a nonfiction article on a science or social studies concept. Have students create a graphic organizer (see below) to determine and write their prior knowledge of the topic. While reading the article, stop at a point and have students add to the organizer their new thinking of the concept. Repeat this depending on the length of the article. At completion of the article, have students combine their new knowledge with their prior knowledge into the final part of the organizer in which they "synthesize" their new understanding into writing. Be sure to have students use their own words and though organization rather than just regurgitating and listing sentences from the text. ● Provide students with an article and a video on a concept and repeat the above lesson synthesizing information from 2 sources. ● After providing students with multiple sources (article, video, timeline, critique) on a famous person, have them organizer prior understanding and new knowledge into a promotional poster about the person (eg: Vote for Me, Your Best Friend, Most Likely to Succeed).

Speaking/Listening Objectives:	Assessment for Learning:
● 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.	● Graphic organizers ● Tickets out of class ● Conferring with students ● Posters

Re-teaching:	**Enrichment:**
● Teach prerequisite skills such as summarizing, paraphrasing, comparing and contrasting, inferring, and drawing conclusions. ● **For ELL students-** For students who are struggling with prerequisite skills, consider using video for summarizing and paraphrasing. Use a short video and stop the video several times throughout and replay as needed or allow the student to control stoppage and replay as needed. Have students work in pairs if possible summarizing and paraphrasing aloud. Use similar strategies for other skills.	● Increase number of resources to synthesize. ● Have students keep a synthesizing section in their Reader's notebook to journal each time they are exposed to information on a specific topic related to social studies, science, bullying, being a responsible student, friendship, etc. They could create their own topics.

Resources:	**Teacher Notes:**
● Strategies That Work, Chapter 10 ● http://www.teachersdomain.org/resource/cheatl.plr.synthesize/ -- Video of a 4th grade teacher teaching synthesizing ● http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDcQFjAC&url=http%3A%2F%2Fusers.bloomfield.edu%2Fdepartment%2Ftutorial%2FReadingSkills%2FPPT%2FSynthesizing%2520Texts.ppt&ei=aB6jUNn7OuK-yQH_-YCQDQ&usg=AFQjCNHP6UipGk9sipgOfEfHV14EgQEU3Q -- Powerpoint for instruction of synthesis	● "Synthesizing is the process whereby a student merges new information with prior knowledge to form a new idea, perspective, or opinion to generate insight" ● —Therefore, synthesis is an ongoing process. As new knowledge is acquired, it is synthesized with prior knowledge to generate new ideas. ● Synthesizing is the most difficult of the comprehension strategies. ● —The skills needed to synthesize reading materials are the ability to summarize information, paraphrase it, and compare and contrast it. Other necessary skills are the ability to separate fact from opinion, draw inferences based on the facts presented, and evaluate that information to form your own conclusions.



Marzano Strategies:

Equity/Workplace Readiness

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 3 CA 6 CA 7	Goal 1:5 Goal 1:8 Goal 1:10 Goal 3:5 Goal 4:1	R1H.6.a-c,f-i R3C.6.a-l R1H.6.b R1H.6.i R3A.6.a-b ICTL4A.6 R1I.6.a R3C.6.g	RI 1 RI 2 RI 5 RI 7 RI 9

WORD WORK	Grade: 6	Unit of Study: Word Work	Timeline: December

Big Idea: Readers will understand the purpose of onomatopoeia.

Learning Objectives:	Learning Activities:
The student will: ● Identify onomatopoeia in text and analyze its impact on the text	● Analyze comic strips and find examples of onomatopoeia. Why did the author include these? How do they help you understand what's going on? ● Have students jot down examples of onomatopoeia from their independent reading books. Share out with the class. ● Give students excerpts from a text with no onomatopoeia. Groups come up with places to add, share out. Discuss the different choices groups made, and how they can change the mood and meaning of the passage. ● Students revise their personal writing and figure out places to add onomatopoeia. ● Provide students with examples of poetry with onomatopoeia. How does that help the reader to visualize? How does that impact the mood of the poem?

Speaking/Listening Objectives:	Assessment for Learning:
● 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.	● Have students underline where they included onomatopoeia examples.

Re-teaching:	Enrichment:
● Have a group of students sit silently at the table in your room for 10 minutes and jot down any noises they hear, pencils being sharpened, kids whispering, pencils erasing, etc. As a group, discuss how these are onomatopoeia, the words to convey the sounds we hear.	● Encourage students to include other poetic devices in their writing such as idioms, similes and metaphors, and hyperboles.

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Revised March 2013

Resources: Language of Literature	**Teacher Notes:**

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 2 CA 7	Goal 1:5	R1E.6.a-c R2B.6.a-d R3C.8.j R2C.EII.d R3B.6.a-d R2B.6.d 3B.6.d LS1B.6 RIH.6.b,f,h	RL 4 RI 4 L 5 a,b SL 1

WORD WORK	Grade: 6	Unit of Study: Word Work	Timeline: December

Big Idea: Readers will use their knowledge of suffixes to determine word meaning.

Learning Objectives:	Learning Activities:
The student will: ● Analyze and apply suffixes for word meaning. ● Review suffixes: (--ion) in various forms	● Give students a list of suffixes with their meanings. Have students brainstorm words that end with those suffixes. Create a t-chart with the original word's meaning and the new meaning with the suffix. ● Have students make a memory game for suffixes. One card has the suffix and another has the meaning. Students match the suffix card with their meaning while playing the game with a partner. ● Teach students to jot down examples of words with suffixes from their independent reading books. Have them share out their words they jotted whole class and practice determining meaning.

Speaking/Listening Objectives:	Assessment for Learning:
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.	**Assessment for Learning:** Confer with students with a preselected set of words with suffixes. See which students are still struggling with.

Re-teaching:	Enrichment:
Re-teaching: Work with students on the suffixes that show up most in their texts like: less, able, ly, est, ed, er. **For ELL students-** If students are struggling, choose common words	**Enrichment:** Continue pushing students to learn more complex word endings like agog, ectomy, ism, etc.

that contain the above suffixes. Help students begin lists of sentences with words that contain these suffixes. Help students practice orally using these suffixes correctly.	

Resources: Suffix games: **http://www.aasd.k12.wi.us/staff/boldtkatherine/readingfun3-6/readingfun_prefixessuffixesroots.htm#Suffixes** **Words their Way for Derivational Spellers Unit 2 and 3**	**Teacher Notes:** To save time, provide students with a paper to glue in their notebooks with the suffixes and their meanings.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning		Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 2 CA 3	Goal 1:5	R1E.6.a-c R2B.6.a-d R3C.8.j R2C.EII.d R3B.6.a-d LS1B.6 RIH.6.b,f,h R1E.6.a-c W2D.6.a-b	RL 4 RI 4 SL 1 L 6

READING	Grade: 6	Unit of Study: Interactive Read Aloud	Timeline: December

Big Idea: Readers utilize text structures to comprehend hybrid nonfiction texts.

Learning Objectives:	Learning Activities:
The student will: ● Use text structures to comprehend hybrid texts.	● Teach students to understand the importance of recognizing text structures by explaining that a reader who is aware of the patterns that are being used can anticipate the kind of information that will be presented. (example: If we we know a selection follows a "compare and contrast" organization, we can expect to read about likenesses and differences between people or things. This will help us connect ideas and remember them ● Project a passage with a particular text structure. Define and chart the text structure and its pattern/purpose. Continue with each structure. ● When charting a text structure, project the different types of graphic organizers (plot diagram, box and bullets, timeline, venn diagram, etc.). In partners, have students determine the most usable graphic organizer for holding information from the section. Guide students to determining the structure of the text based on the graphic organizer it lends itself to. ● Through repeated practice, cause students to link a graphic organizer to a text structure.

Speaking/Listening Objectives:	Assessment for Learning:
● 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.	● Turn and talks ● Tickets out of class ● Project a passage with a particular text structure. Have students identify the text structure. ● Conferring with students

Re-teaching:

- Use lower-leveled text with fewer types of structures.
- Have students keep examples of class-produced graphic organizers labeled with the text structure and complete with information from the text. Have students use them to match to new texts to determine structure.

Enrichment:

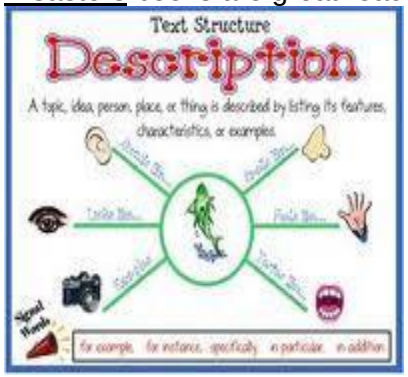
- Have students create unique and authentic organizers for different types of text structures (eg. Wheel and spokes for main idea and details, a 3-chart for compare and contrast).
- Have them make posters of read aloud texts in which they chart information the class recognizes on unique graphic organizers labeled with the text structure.
- Give students pieces of hybrid text with a specific text structure and have them rewrite the piece with a different structure.

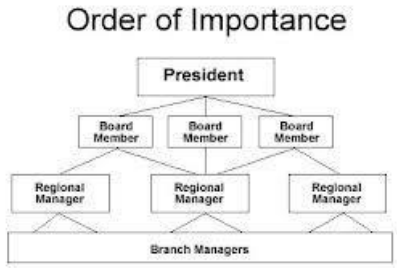
Resources:

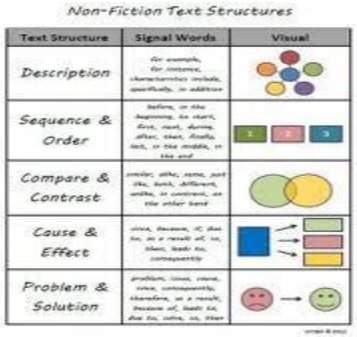
- Lucy Calkins,Navigating Nonfiction, Unit 2
- http://www.cheney268.com/learning/organizers/TextStructures.htm-- Many graphic organizers to use with different text structures
- http://www.readingfirst.virginia.edu/prof_dev/reading_comprehension/pdfs/MatchingTextStructures_%26_Graphic_Organizers.pdf --More graphic organizers
- http://www.ereadingworksheets.com/text-structure/ --Learn more about teaching text structures and worksheets for practice

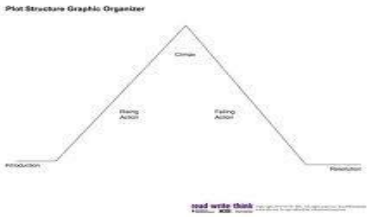
Teacher Notes:

Disasters books are great read alouds.









City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA3	Goal 1:5 Goal 1:8 Goal 4:1	W2D.6.a-b R3C.6.a-l R3A.6.a-b ICTL4A.6 LS1B.6 RIH.6.b,f,h	RI 1 RI 5 RI 7 SL 1 SL 2

WRITING	Grade: 6	Unit of Study: Expository Writing	Timeline: December

Big Idea: Nonfiction writers use a variety of text structures to interest readers and organize information.

Learning Objectives:

The student will:

- Use a narrative structure to help readers understand information and interest them in a topic
- Use organizational structures (for example, compare and contrast, cause and effect, temporal sequence, problem and solution, and description)

Learning Activities:

- Through a read aloud of an article that uses narrative to inform about a nonfiction topic such as a historical event like the Chicago Fire, Triangle Shirtwaist Factory Disaster, or the Birmingham Church Bombing, have students discuss why an author might choose to use pieces of narrative while informing (eg. readers are able to follow a narrative structure easier, narrative structure hooks the reader, hesitant nonfiction readers might be less intimidated by adding pieces of narrative text, narrative text is easier to remember).
- Have students locate elements of plot while also identifying factual details. Discuss the art of combining the two styles for effect.
- Watch the Brainpop video of Cleopatra and her benefactors, Julius Ceasar and Mark Antony. Have students write a factual, narrative account of the video. Remind students to use elements of plot while keeping their writing factual.
- Trade writing with another teacher and select examples of effective and ineffective narratives. Project for student critique and revision of their own pieces of writing.
- Using daily situations, have students write short pieces of informational writing in various organizational structures in their writer's notebooks. Remind students to use "signal words" to aid the reader in comprehending the text structure.
- When students read an example of a particular text structure, have them write using that same text structure. Writing can be done post-reading strategy.
- Rewrite a paragraph using an alternative text structure.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	● Trade and Talk --Partner share of writing and discussion of effectiveness ● Conferring with writers ● Tickets out of class ● Expository Scoring guide

Re-teaching:	**Enrichment:**
● Use shared-reading strategy to encourage students to talk aloud as they engage in the process with the teacher. For example, the teacher asks students to talk about the clues they use to try to identify the text structure. ● Teachers can use focusing questions as a means of scaffolding the use of strategies or assisting students in the think-aloud process. For example, the teacher asks a student which signal word might be best to show a particular relationship among ideas in a text structure. (May need to provide a word box.) ● **For ELL students-**If students at the beginning and intermediate level are struggling, consider providing a word box and a graphic organizer. Directly teach how those words fit into the graphic organizer for a specific text structure. Have students arrange phrases from text or video into the graphic organizer and help them to build sentences using words and phrases from a word box.	● Have students create a non-linguistic model of an event (timeline with pictures, compare and contrast two things through a picture.) Have students trade with another student and write a short piece of information writing using the model. ● Give students a completed graphic organizer (venn diagram, timeline, flowchart, cause and effect chart) and have them predict the text structure and write a short piece of informational writing using appropriate signal words.

Resources:	**Teacher Notes:**
● Read Aloud Anthology by Janet Allen for grades 6-8 (collection of articles and short stories) ● http://usd262.com/modules/groups/homepagefiles/cms/3550/File/Curriculum/Literacy/Comprehension/Textstructure_resources.	● Chart text structures with correlating graphic organizers and signal words.

pdf --20 Tips for Teaching Text Structure (eg: what order, clue words	

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X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA1:3 Goal 1:4 Goal 1:6	Goal 1:5 Goal 1:8 Goal 2:1 Goal 2:2 Goal 2:3 Goal 4:1	R1H.a-c,f-i R3C.a-l R3A.a-b W3A a W2A a-b W2B b LS1B LS2A.5	RI 1 RI 3 W 2 a-f SL 1 a,c SL 2 Sl 3

WRITING	Grade: 6	Unit of Study: Expository Writing	Timeline: January

Big Idea: Writers revise to use elaboration strategies

Learning Objectives:

The student will:

- Revise to include technical word choice
- Revise for a complete presentation of factual information
- Revise to include effective transitions

Learning Activities:

- Instruct writers to include explanations of important ideas, use explaining language, and give examples. Model through a read aloud examples of elaboration techniques. Create a chart with students highlighting types of elaboration techniques such as facts, definitions, concrete details, quotes, and examples related to the topic. Chart examples from read alouds. Have students locate examples in their nonfiction reading and write on post its and add to the chart.
- Allow students to use informational articles, books, and other texts to locate additional information to include in their informational text for their writing topics.
- In writer's circles have students share their informative writing with a peer. Students should mark places in their peer's writing with a post it where an elaboration technique could be used. It would be helpful if the student also noted the type of elaboration technique that could be used on the post it.
- Teach writers to be on the lookout for places to use and define vocabulary words that are connected to the topic that might be hard for readers to understand.
- Have writers determine a method to teach a vocabulary word in their writing. (eg: write the word in bold and state its definition outside the text)
- At the end of a writing period, have a few students teach one fact about their topic orally using and defining a technical vocabulary word.
- Teach students to notice when their writing is in need of transitions. Create a chart with the class that shows examples such as writing seems choppy, your readers note that they have trouble following your train of thought, or you write the way you think from one idea on to the next. Provide students with projected examples of each and have students work from a list

	of transitions to "smooth out" the writing. Have students locate places in their writing through writer's circles where transitions are needed.

Speaking/Listening Objectives: ● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	**Assessment for Learning:** ● Expository Scoring Guide ● Conferring with writers

Re-teaching: ● Have writers turn to their notes to "grow their ideas" thinking specifically about the prompts, "This is important because..." and "This is connected to …	**Enrichment:** Cause writers to "grow their ideas" by: ● Synthesizing and integrating information from a variety of sources ● Not only including learned information, but also some of their thinking about the information ● Saying more about their topic by including their own observations and ideas about what they are teaching

Resources: ● A Curricular Plan for the Writing Workshop, Unit 3 by Lucy Calkins ● http://www.smart-words.org/transition-words.html List of transitions and their purpose (eg: compare and contrast, contradiction, support)	**Teacher Notes:**

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 3 CA 4 CA 6	Goal 2:2 Goal 2:6 Goal 4:1	W2C.7.e W2B.6.a W2A.6.a-b W2C.6.a-b W2D.6.a-b ICTL5C.6.b	W 1 c W 2 a,d W 5 SL 1 a SL 2 SL 5

READING	Grade: 6	Unit of Study: Historical Fiction	Timeline: JANUARY

Big Idea: Students will participate in historical fiction book clubs.

Learning Objectives:	Learning Activities:
The student will: ● Supplement understanding of book club topic with nonfiction text ● Participate in historical fiction book clubs	● Discuss things that went well in previous book clubs and challenges. As a class, revise previously set expectations, and discuss the importance of meeting them. ● Teach students that before reading historical fiction books, they have to know about the time period. Ask: how could we get more information about the Holocaust? Students may suggest: textbooks, talking to people who know about it, read articles. ● Teach students to build their background knowledge using legitimate internet sites. Remind students of conversations had last month about finding reliable sources. Take students to the computer lab to read about their time period. Have students take notes in their reader's notebook (book club section). ● Students will meet in their book clubs and share information gathered from their internet sites. This will be their first book club meeting. ● Teach students that readers pace their books to complete them by a certain date. Inform readers the amount of time they will have to complete their books. Then groups pace their books and set dates for meetings. ● Teach students that historical fiction texts intertwine elements and events that really happened in the past with a fictional story and characters. Have students make a T-chart in their notebook with events from the text that really happened and events that are fictional. ● Teach students to continuously predict the theme of the text while they're reading. Have students keep a table in their notebooks with possible themes and evidence. Have students refer to this throughout their reading and add/change themes.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly.	● Confer with groups during their book clubs for text comprehension.

Re-teaching:	**Enrichment:**
● For students struggling to find nonfiction texts to support their book club work, give them on-level articles and read in small groups. Students use note-taking strategies taught previously.	

Resources:	**Teacher Notes:**
Lucy Calkins: Tackling Complex Texts (2 books)	Lucy recommends reading historical fiction books all centered around the same time period (Holocaust), but this can be very difficult to find. I've found it interesting to pair up book clubs whose books have the same central theme, and have them talk in partnerships about their themes and evidence in their books.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	**X**	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 2 CA 4	Goal 1:1 Goal 1:2 Goal 1:5 Goal 1:8 Goal 4:6	R1I.6.a R2C.EI.c W2B.6.a W2A.6.a-b W2C.6.a-b	RL 9 W 2 a SL 1 a,b

READING	Grade: 6	Unit of Study: Historical Fiction	Timeline: JANUARY

Big Idea: Readers will analyze the impact of dialect and setting on text.

Learning Objectives:	Learning Activities:
The student will: ● Analyze characters with distinct attributes and unusual voices ● Analyze settings distant in time and geography from students' own experience ● Analyze dialects and/or non-English words and expressions in text	● Teach students that people speak differently in different cultures and time periods. Look at an excerpt from the book Sarny by Gary Paulson. What do you notice about the way the people are talking? How is it different than today? Why do you think they sound like that? ● Teach students the meaning of the word dialect and how it's different than dialogue. Ask students to think about a place they may have been to where people spoke differently (the south, California, Canada.) What about different dialects in our classroom? People who say ask/ax, library/libary, soda/pop (see resources for map). ● Teach students that the place that people are from and their upbringing also affect their word choice and dialect. If your read aloud is The Cay, Timothy is from the West Indies, older, and worked his whole life while Phillip is a white boy from Virginia, living in Curacao. What do they notice about how Timothy speaks vs. Phillip? They are from different places, so even though they are speaking the same language, they use different phrases. You can also analyze the class issues through dialogue. ● Teach students the author intentionally picks a setting in historical fiction books. Model analyzing the setting from your read aloud text. Start by jotting down any descriptions of the setting, looking up a map of the place during that time period. Orally share noticings like, Hmm, I notice this is an island, so it's surrounded by water. I also remember the text saying they went to the fish market, so that makes sense because they are surrounded by the ocean. The text is also set in the past and during a war, so I know this is going to have an impact on my

	story too. Have book clubs analyze their settings and talk about why the author chose it. ● Teach students to be aware of dialect in their book club books. Jot down examples of the dialect and what the phrases mean. Teach students this is a perfect jot and topic for book club discussion.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly.	● Conferring with book clubs

Re-teaching:	**Enrichment:**
● Pull a small group of students who are struggling with dialects. Provide them with examples of different dialects and work to figure out what the dialect means. For example, What "outfit" are you driving to work today? Outfit=vehicle ● **For ELL students**- If students have extensive experience in their home countries, ask about dialects from home. How do people in different regions of their home country speak? What words and phrases do they use? How about people from other countries who speak the same language?	

Resources:	**Teacher Notes:**
http://strangemaps.files.wordpress.com/2008/08/popvssodamap.gif	The Cay would be a great read aloud for this unit.

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Revised March 2013

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X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 2 CA 7	Goal 2:3	R1E.6.a-c R2B.6.a-d [R3C.8.j] [R2C.EII.d] W2D.6.a-b LS1B.6 RIH.6.b,f,h	RL 4 W 3 b SL 1

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

WRITING	Grade: 6	Unit of Study: Expository Writing	Timeline: JANUARY

Big Idea: Writers will use text features to help reader understand the text.

Learning Objectives:	Learning Activities:
The student will: ● Include features and other tools to provide information to the reader	● Teach students the difference between visual and text features. With the read aloud text, model identifying each. Discuss the importance of having both types of features in the text. Have students look at their writing piece and consider if they have both types of features. Student writing will probably be more heavy on the text feature side but should have some visual features. ● Show students Exploration of Mars, or any other interactive expository text. What do you notice is different about this expository text than the other texts we've been reading? Teach students that nonfiction writers sometimes include interactive elements in their book. Discuss how this affects the engagement of the reader. ● Brainstorm ideas for other interactive features in their nonfiction writing. This list may include: fold-out maps, fold-out diagrams, or lift the flap activities. Model creating a fold-out map for your own expository text. ● Teach students the importance of other visual features such as exploded details or charts. Discuss where these features would fit best into your writing, then model creating them and putting them in. Students work to find a place to include another visual feature.

Speaking/Listening Objectives:	Assessment for Learning:
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly.	● Confer with students to see their visual features.

Re-teaching:	**Enrichment:**
● Review the difference between visual and text features. Have students highlight their text features in yellow and visual features in pink. ● **For ELL students-** If students are struggling, return to mentor texts. Choose a few features to discuss. Discuss ,"How does this feature help me?" Discuss, "Where would I put this kind of feature in my own writing?"	● Teach writers to add analysis of their data from their chart, including the conclusions they would draw from the data.

Resources:	**Teacher Notes**
Lucy Calkins Curricular Plan for the Writer's Workshop: Unit 3	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 2 CA 3	Goal 2:6 Goal 1:5 Goal 1:8	ICTL4A.6	RI 7

WRITING	Grade: 6	Unit of Study: Expository Writing	Timeline: JANUARY

Big Idea: Writers revise expository writing to add additional information

Learning Objectives:	Learning Activities:
The student will: ● Revise using parentheses to explain further	● Teach students parentheses () are curved brackets that add additional information to a sentence. The parenthesized contents may be completely removed without changing the meaning of sentence. When a parenthesis appears to a reader, the current text is 'paused' while the parenthesized text is processed. To keep the paused text in memory requires cognitive effort to stop it from fading. Thus any inserted text should usually be kept short in order to reduce this effort and any chance of forgetting the main text. As an 'aside', parentheses are more conspiratorial than dashes or commas. (eg: *She is going with Dan (you know, the handsome one) to the movie tomorrow night.*) This creates a sentence within a sentence. ● Project a list of sentences with familiar people, places, or things. Have students add a sentence within a sentence by adding additional information. (eg: Pit bulls can be brutal (as one of my friends found out when rollerblading past one and suffering a great injury). ● "Asides" can be used to add humor. ● Teach students to punctuate properly. Parentheses that are used as part of a sentence should be punctuated outside the parenthesis (like this). Parentheses that mark information that stands as its own sentence should be marked inside the parenthesis. (This would be an example of the latter usage.) As with any sentence, capitalize the first letter of the latter. ● Have students find places in their expository writing where additional information could be added using parenthesis. Have students meet in writer's circles in order to discuss, critique, and revise use of parentheses.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly.	● Expository Writing Scoring Guide ● Conferring with writers ● Flash drafts

● **Re-teaching:**	**Enrichment:**
● Provide students with examples of teacher writing with intentional use of parentheses to provide information in matching format (left side has the main sentence and the right side has sets of parentheses with additional information). Have students match sets. ● Provide students with similar prompts on the left as the the matching activity. Have students write additional information that would match each one using parentheses.	● Provide students with printed text (magazines, newspapers, editorials) that use parentheses to provide additional information. Have students locate examples and replicate a similar example. ● Have students write a paragraph from their current reading (fiction or nonfiction) in which they add additional information or humor using parentheses or asides.

Resources:	**Teacher Notes**
● http://www.ehow.com/how_4516252_use-parenthesis-writing.html ● www.readinga-z.com ● www.Grammarly.com/Grammar_Checker --Grammar Checker ● www.OpenLessons.com --Fun worksheets created by teachers and great to use for projecting practice sentences ● How to Use Parenthesis in Writing | eHow.com http://www.ehow.com/how_4516252_use-parenthesis-writing.html#ixzz2DTeiWxbj	Tips & Warnings ● If you need to use parenthesis inside a set of parenthesis, use brackets. These are the squared-off parenthesis-like things to the right of the "P" on the keyboard. ● Before delegating a phrase to parenthesis, ask yourself if it can stand without them--it often can. ● Be selective. (Too many parenthesis [like using one in every sentence] can be highly annoying [not to mention turn readers off in disgust].)

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 2	Goal 1:5 Goal 4:6	W2C.7.e W2D.6.a-b W2C.7.e LS1B.6	W 1 c W 3 d W 5 SL 1 a,c L 2 a

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

WRITING	Grade: 6	Unit of Study: Expository Writing	Timeline: JANUARY

Big Idea: Writers edit for clarity and publish for an audience

Learning Objectives:	Learning Activities:
The student will: ● Edit using available resources ● Document sources accurately within text and a bibliography ● Publish and share with an audience	● Teach students to edit their original writing for correct usage of commas, spelling, and conventions taught prior to 6th grade. Students will read their informational reports and write in the margin the type of comma-usage they included in a sentence. (example: "series" or "conjunction") Students will then check for accuracy against charts for all editing needs. ● Teach/re-teach students to cite sources using appropriate websites in the selected format. ● Familiarize students with the scoring guide that will be used to assess published informational report. Have students refer to the scoring guide as they publish their report for an audience. Students may score their paper using the guide and attach it to their published report. Writer's conferences should be held after teacher-scoring to compare student scoring to their teacher's assessment. ● Students will create a personal revision/editing checklist they will use for informational writing that includes errors exclusive to their writing. ● Publishing celebrations should be held at the completion of each formal piece of writing in which students have the opportunity to share their writing in some fashion.

Speaking/Listening Objectives:	Assessment for Learning:
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly.	● Expository Scoring Guide ● Using marker boards and projected sentences missing commas, have students write the sentence and punctuate correctly. ● Evaluate students' writing by observing and conducting

	individual conferences during the editing process. You may want to keep anecdotal notes to record areas of strengths and need for individual writers during your conferences. ● Completed informational reports will be commonly assessed across CA classrooms using a scoring guide.

Re-teaching: ● Give student(s) a laminated card with a sentence that follows punctuation for a comma rule. Have student(s) decide which rule the card is addressing. They may use charts around the room or notes in their writer's notebook to determine the rule. Have student(s) turn the card over in which there is a similar sentence without the commas. Have students apply the rule by writing in the commas correctly with a grease pencil. Then have them write an original sentence following the same rule in their notebook. Students may look for a sentence in their narrative that is similar and punctuate with teacher or peer supervision. ● Provide mini-lessons for groups of students with similar weaknesses after all reports are scored. ● Assist students to prepare personal revision/editing checklists to use with future informational reports. ● **For ELL students**- Some students at the intermediate level will benefit from a well chosen partner when editing. This partner can help point out areas of writing where language is confusing. Help partners to use phrases like, "I'm confused here" and "what does this mean?"	**Enrichment:** ● Students may be used for peer instructors or editors. ● Give students examples of sentences in which commas are used incorrectly and cause the sentence to be humorous or confusing. Have them punctuate correctly.

Resources: ● www.easybib.com ● www.autobib.com	**Teacher Notes:** ● Hold students accountable throughout the year in all of their writing for all spelling and punctuation lessons that have been taught.

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 4	Goal 2:1 Goal 2:2 Goal 2:3	W3A.a W2A.a-b W1A.a-e LS1B	W 3 W 4 W 5 SL 1 L 2

THINKING STRATEGY	Grade: 6	Unit of Study: Questioning	Timeline: JANUARY

Big Idea: Readers use questioning to comprehend text.

Learning Objectives:

The student will:

- Question prior to reading, during reading, and after reading in order to comprehend text.

Learning Activities:

- After reading a "grown-up" book, think about the questions you have as a reader. Share an excerpt of the text as a think aloud modeling writing questions on sticky notes and placing them next to the passage that spurred them and code them with a "?". Point out that some questions were answered in the text and others were not. When a question is answered in the text, move the sticky note to that place in the text and code it with an "A" . Code sticky notes with "Huh?" to indicate the question has caused meaning to break down and even after reading ahead, the confusion is too great to continue. At a point like this, model rereading to make sense before going on. (See p. 113 in Strategies That Work for list of how to categorize reader's questions.)
- When reading in a content area, instruct readers to differentiate between "thick and thin questions. "Thick" questions are considered to large, global questions (why, how come, I wonder). The answers to these questions are often long and involved and require more research. "Thin" questions are those primarily asked to clarify confusion, understand words, or access objective content. Use larger and smaller sticky notes to denote the difference between the two types of questions. Teach students to categorize questions to indicate what kind of work is required of them to find answers.
- Teach students to "read with questions in mind". After a read aloud on a content area topic, ask students, "What lingering questions do you still have?" Put a students' "thick" questions on a chart and provide opportunity for further research to answer questions.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly.	● Look for evidence that students stop, ask questions, and wonder about their reading. ● Confer with readers looking for evidence that they find answers to their questions and reading with a question in mind.

Re-teaching:	**Enrichment:**
● Have students illustrate their questions to keep them in mind as they read. They may also illustrate answers as they find them.	● Have students consider lingering questions to expand thinking. Model asking inferential and interpretive questions that encourage discussion and debate. Have students create similar questions and research answers.

Resources:	**Teacher Notes:**
● Strategies That Work; 2nd Edition by Stephanie Harvey, Chapter 8	● By modeling that teachers also have questions when reading, it causes students to see that even good readers are confused at times. Teacher may chart "fix-it" strategies for students to refer to when they question text. ● Students may locate answers to their questions, but still need strategies or additional explanations to clarify the answer.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 4	Goal 1:5	R1H.6.a-c,f-i R2C.6.a-i R1D.6.a-b R1H.6.a	RL 1 RL 10 SL 1 a,c

WORD WORK	Grade: 6	Unit of Study: Figurative Language	Timeline: JANUARY

Big Idea: Students will understand personification and its impact on text.

Learning Objectives:	Learning Activities:
The student will: ● Identify personification in text and determine its meaning	● Explain to students that they will be reading poems that contain examples of personification, one type of figurative language used in writing. Use the following questions to discuss personification and arrive at a definition: What word do you notice inside the word personification? How does the word "person" give you a clue as to the meaning of personification? Why do you think a writer would want to use personification in a poem? After a brief discussion, establish with students that personification is the attribution of human qualities (such as emotion) and actions to nonhuman objects or ideas. ● Read through "The Sky is Low" by Emily Dickinson. Highlight different parts of the text that show personification. Discuss: What does she compare nature to? Why do you think she does this?, What kind of words does she use to set the mood of the poem? Can you think of other words that might do the same thing? ● Give students copies of "Hope is the Thing with Feathers" by Emily Dickinson and "April Rain Song" by Langston Hughes. Groups highlight the examples of personification. Groups have discussions about the purpose of the personification and its meaning. ● Teach students to revise their writing to include personification. Say: Find a spot in your writing when you're describing an object. Is there a way you could add human characteristics to describe the object?

Speaking/Listening Objectives:	Assessment for Learning:
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues building others' ideas and expressing their own clearly.	● Provide students with a copy of a text with examples of personification. Have students highlight examples of it, then explain the meaning.

Re-teaching:	**Enrichment:**
● Provide students with copies of easier poems with personification. Read through, underline the personification together. Then have students draw a quick sketch of what they can picture when they read the personification. Discuss: how do you know if what they're talking about is alive or not? ● Students complete this online: http://library.thinkquest.org/J0112392/personificationpractice.html	● Students create their own poems in an Emily Dickinson or Langston Hughes style with examples of personification.

Resources:	**Teacher Notes:**
Personification lessons and links: http://www.readwritethink.org/classroom-resources/lesson-plans/dancing-minds-shouting-smiles-860.html?tab=4#tabs	Continue to reference previously taught examples of figurative language to keep them fresh in their minds.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 2 CA 5	Goal 2:2	W2C.7.e W2D.6.a-b R2B.6.d R3B.6.d	W 1 c W 3 d SL 1 a L 5 a

READING	Grade: 6	Unit of Study: Historical Fiction	Timeline: FEBRUARY

Big Idea: Readers interpret the messages and summarize texts.

Learning Objectives:

The student will:

- Summarize historical fiction book using story elements
- Participate in historical fiction book clubs
- State an interpretation of the writer's underlying messages
- Compare and contrast similar themes and topics in different forms or genres in grade-level texts in order to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Activities:

- Teach students the difference between the theme (one-two word overall idea of the text) and message (sentence, what the author wants to teach you.)
- Teach students that a lot of times, authors have a message they want the reader to learn from the book. Model with Aesop's fables. What is the message the author wants me to get from this book? Discuss previous read alouds and the messages from those books.
- In book clubs, students talk about the message the author wanted them to get from reading their text. Teach students to support their claim for theme with evidence from the text. What are some events from your book that made you think that was the message?
- Teach/re-teach students to complete a plot diagram and use the somebody/wanted/but/so/then strategy. In book clubs, students complete plot diagrams together and write the summaries independently.
- Teach students that writers don't always come out and tell you everything about the character, but rather SHOW you about the character. This requires the reader to draw inferences about the character and their motives. Show students the clip from Up: http://www.youtube.com/watch?v=9yjAFMNkCDo While watching, stop periodically to infer different things, and author's message such as: you only need each other, love conquers all.
- Provide students with a short story that has a similar theme/message to either their book club or the teacher read aloud. Have students read the short story and compare and contrast both themes.
- Allow students to meet with a partner from another book club. One partner will share details from their book that "walk through" the plot of the story. The next partner will do the same.

	Together they will explore one or more themes looking for similarities and differences.

Speaking/Listening Objectives: ● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● 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.	**Assessment for Learning:** ● Provide students a passage and write a summary for it. ● Assess for Analyze Text-Fiction. ● Assess for Thinks Beyond Text-Fiction

Re-teaching: ● For students struggling to come up with themes, provide them a list of possible themes to glue in their notebooks and reference. Practice using the chart with students and picture books. ● **For ELL students-** consider providing students with a list of common themes and messages, allow them to choose from this list as they read short stories and record titles next to themes. As students become exposed to more books with these themes or new themes, have them add to their list or record the name of stories next to the theme.	**Enrichment:** ● Have students consider themes in movies and tv shows, how are those related to your book club book? Do you think authors plan for there to be a message? For what purpose?

Resources: Lucy Calkins: Tackling Complex Texts	**Teacher Notes:**

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 6	Goal 1:5 Goal 1:6	R1H.6.a-c,f-i R2C.6.a-i R2C.7.b R1E.6.a-c R2B.6.a-d R2A.6.b R2C.6.b-c LS1B.6 RIH.6.b,f,h	RL 1 RL 2 RL 4 RL 5 RL 7 RL 9 SL 1 SL 4

READING	Grade: 6	Unit of Study: Post Reading Strategies	Timeline: FEBRUARY

Big Idea: Readers add to, reinforce, or change their thinking after reading.

Learning Objectives:	Learning Activities:
The student will: ● Changes opinions or understandings based on new information or insights gained from fiction or nonfiction text	● Teach students that the main purpose of reading is to add to our knowledge base, think about new information, and integrate it. Sometimes the new information reinforces and gives us a more thorough understanding of what we already know. Other times, new information reinforces and gives us a more thorough understanding of what we already know. Other times, new information changes us in certain ways--gives us a different perspective, a new angle on our thinking, or some further insight. ● Have students answer the question, "What does reading mean to you? Have students turn and talk or share their answers in an open forum. Read the article from National Geographic, "Freedom Readers" which reported that, by law, slaves were not allowed to read, discussed the reasons why, and provided portraits of slaves who learned to read despite the law. Have students turn and answer the question. Ask, "How does your thinking change after reading something?" Discussion should give students a clear understanding of the power of learning to influence and change our thinking. ● When comparing and contrasting two concepts/objects in a content area, use a 3-column chart. The items to be compared are written in the first and third columns and the middle column is labeled Added/Reinforced/Changed. Have students read articles or text about each concept/object and take notes in the appropriate column. Next, have them complete the middle column with their learning after reading.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● 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.	● Tickets out of class: "Today, I read... That adds to/ reinforces/ or changes my thinking because..." ● When conferring with readers look for evidence that their thinking and learning is evolving.

Re-teaching:	**Enrichment:**
● Have students create a KWL chart to document their background knowledge/thinking, guided questions for understanding, and new learning. ● **For ELL students**- Beginning students can participate in this activity by using a KWL chart to record words and phrases they already know about this topic before reading, using your help or a peer's help to build questions in the middle, and recording new words or phrases learned in the last column.	● Have students interpret and synthesize information to teach it to others through a variety of projects and products. ● Give students choices in how best to illustrate or present their new learning. (eg: posters, projects, books, models, mobiles, murals)

Resources:	**Teacher Notes:**
● Strategies That Work; 2nd Edition, Chapter 11	● Confer with students everyday for evidence that their reading and learning is adding to and/or revising their thinking.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3	Goal 1:1 Goal 1:5	R2C.7.b R1H.6.b,i R2C.6.b,c R2A.6.b R2C.6.b-c R3A.6.a-b LS1B.6 RIH.6.b,f,h	RL 2 RL 3 RL 5 RI 2 RI 3 RI 5 SL 1 SL 2

WRITING	Grade: 6	Unit of Study: Argumentative	Timeline: FEBRUARY

Big Idea: Writers recognize argumentative writing techniques in mentor texts and gather information.

Learning Objectives:	Learning Activities:
The student will: In argumentative writing: ● Analyze and jot noticings of argumentative mentor texts specifically thesis, facts, opinions, rebuttals, persuasive word choice, transitions, and call to action conclusions ● Gather relevant information from multiple sources ● Paraphrase data while avoiding plagiarism	● Instructor will provide argumentative articles, letters to the editor, rebuttals that provide opinions on a specific topic ● In partners or small groups, students will read the article and jot noticings about the "writing craft". (eg: The article begins with a sentence or sentences that establish the writer's point of view on a topic. The writer uses opinion words and statements that might be true but not always. The writer uses signal words or transitions that indicate preference. The writer calls for action on the part of the reader. The writing contains bias and emotion based on the writer's experiences.) Lead students to these "noticings." ● Have students develop a list of topics they have strong opinions about. Have students narrow their idea for a topic to a thesis statement. Provide students with an opportunity to research thesis/topic in order to expound upon their thinking. Discuss thesis/topics too broad for locating useful information and narrow down to specific guiding thesis/topic appropriate for research. (eg: "Boys are better than girls." could become "Boys are more successful playing football." ● Guide writers in selecting a topic that is interesting, and that they can commit to. ● After students generate a topic and a thesis, have them list them on a piece of paper with the topic at the top of the page and the thesis below it. Have writers pass their papers in circular fashion around their table or room with peers giving feedback about the quality of the thesis or providing input. ● Teach students about plagiarism. Discuss why it must be avoided (calling other people's work your own isn't fair, and it's illegal.) All of the following are considered plagiarism: turning in someone else's work as your own, copying words or ideas from

	someone else without giving credit, failing to put a quotation in quotation marks, giving incorrect information about the source of a quotation, changing words but copying the sentence structure of a source without giving credit, copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reason and evidence from claims that are not.	● Confer with writers for evidence of a specific topic and thesis they can commit to. ● Confer with writers for evidence of accurate note taking.

Re-teaching:	**Enrichment:**
● Use articles with lower level reading levels for students to focus on comprehension of writer's opinion, bias, and persuasive techniques. ● **For ELL students-** Find a short clip of a person or group of people using persuasive speech. Allow students to play the clip several times. Have students record words and phrases used for arguments or persuasive speech. Students should begin practicing using these orally as they move into the writing phase.	● Use the technique of "Philosophical Chairs" in which students take a "side" on an issue. Provide them with information regarding their side or have them research specifics. Have students orally debate their side based from prepared material and notes. Be sure to have students prepare a rebuttal for probable arguments from the opposing side.

Resources:	**Teacher Notes:**
● http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html --Research Building Blocks: "Cite Those Sources!" ● http://www.plagiarism.org/	● Encourage students to cite the sources they use for note taking for easier access later.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 3 CA 4 CA 6	Goal 1:1 Goal 1:2 Goal 1:5 Goal 1:7 Goal 2:3 Goal 4:4	R1H.6.b,i R3C.6.a,i,e ICTL4C.6.a W2B.6.a-b ICTL1A.6.a-d ICTL2B.6.a-c ICTL3A.6.b-c ICTL4C.6.a ICTL4D.6.a-b ICTL5B.6 W3A.6.a R1H.6.h W1A.6.a-e LS1B.6	RI 2 RI 6 RI 8 W 1 b W 7 W 8 W 10 SL 1 a-c SL 3

WRITING	Grade: 6	Unit of Study: Argumentative Writing	Timeline: FEBRUARY

Big Idea: Writers pre-write to compose argumentative texts.

Learning Objectives:	Learning Activities:
The student will: ● Use the writing process to pre-write	● Teach writers that we want to choose topics that pull at our hearts and minds. Have students go through their writing notebooks and look at old territory lists and other brainstorming work. Teach writers that strong topics are the things we not only believe in ourselves but what we think other people should believe, too. ● Prompt students with questions like: How could the world change for the better? Is there anything that people do that I think is wrong or unfair? Some people think...but I think... Jot down writing topic ideas. ● As a class, brainstorm issues that people tend to have strong opinions on. Have students divide up and stand on opposite sides of the room based on their opinions. Some examples of issues would be: Who's a better basketball player: Michael Jordan or Lebron James? What's better, college or professional football? Year round school vs. 9 months of school? Vegetables required on your lunch tray? ● Teach writers that planning for an argumentative piece is different than planning for a narrative. First we plan the sections of our essay by deciding how we will support our main idea. One way to organize ideas is by writing our claim over and over, following each time with the word *because* and a reason why that claim is true. ● Teach students a way to organize their ideas. Students can record their thesis on the outside of a folder, then make smaller internal files for each of their bullets, or topic sentences. Then small piles of paper with ideas and small moments that pertain to the topic sentence go within each folder.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other's ideas and expressing their own clearly.	● Confer with students about their thesis idea and support.

Re-teaching:	**Enrichment:**
● For students struggling to plan, work with them to complete a concrete graphic organizer. ● For ELL students- Allow students a chance to argue with you or another student about things they feel strongly about. Help students to craft phrases by telling you a sentence or idea, you modifying the sentence or phrase, and the student repeating the modified sentence.	● Teach students that a way to make an argumentative piece stronger is to present rebuttals in the piece and explain why they're wrong. This might sound like, "Some people say...but the data shows..."

Resources:	**Teacher Notes:**
Lucy Calkins: A Curricular Plan for Writing Unit 4	You know your writers. If they need a graphic organizer, give them a graphic organizer.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 3 CA 4	Goal 1:1 Goal 1:2 Goal 1:8 Goal 2:1	W3A.6.a W2A.6.a-b W2C.6.a-b W2B.6.a-b ICTL1A.6.d W2C.7.e	W 1 a-e W 7 W 10 SL 1

WORD WORK	Grade: 6	Unit of Study: Word Work	Timeline: FEBRUARY

Big Idea: Readers will utilize homophones and homographs correctly.

Learning Objectives: **The student will:** ● Utilize and spell the correct homophone and/or homograph in writing	**Learning Activities:** ● Teach students a way to remember homophones is it has the word phone in it, so they sound the same. Teach students the different homophones and their meanings. Use the Powerpoint for examples. **http://www.slideshare.net/Duermeyerb/homophones-powerpoint#btnPrevious** ● Give each group of about four students twenty pairs of cards with a homophone written on each card. Include one card in each set that says "Old Maid" on it. Deal out the cards as evenly as possible. Then have students take turns choosing a card from the hand of the student next to them. When a student has a match, they should call out "homophone!" and show both cards. To claim the match, the student must define each word in the homophone pair or use it in a sentence that shows that she knows the correct definition. ● Teach students the meanings of different homophones. Read aloud Dear Deer. Jot down noticings of homophones and what their different meanings are. ● Teach students the meaning of homographs: same spelling, different pronunciation and meaning. As a class, brainstorm different homographs. ● Teach students to edit their writing for correct spellings of homophones.

Speaking/Listening Objectives: ● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other's ideas and expressing their own clearly.	**Assessment for Learning:** ● Provide students with cloze passages and dictate the passage. Students fill in as you are reading with the correct homophone.

• Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.	

Re-teaching: • **For ELL students**- When possible use visuals, phrases or sentences to support the meaning of homophones and homographs.	**Enrichment:** • Students list the letters of the alphabet from A to Z on a sheet of paper. Starting with each of the letters, see how many homophone pairs they can think of.

Resources:
Words their Way for Syllables and Affixes Unit 8
Homonym Quizzes: http://a4esl.org/q/h/homonyms.html
Sitton Spelling

Teacher Notes:

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 1 CA 5 CA 6	Goal 1:4 Goal 1:5 Goal 2:2	W2C.7.e LS1B.6 RIH.6.b,f,h W1A.6.d W2E.6.e	W 1 c SL 1 SL 2 L 1 e L 2 b

THINKING STRATEGY	Grade: 6	Unit of Study: Thinking Strategy	Timeline: FEBRUARY

Big Idea: Readers read the world as well as text to aid comprehension.

Learning Objectives:	Learning Activities:
The student will: ● Students will enhance their comprehension by inferring.	● One of the quickest and most effective ways of dealing with unfamiliar vocabulary is through inferential thinking. Using a read aloud and a 4-column anchor chart with the headings Word/Inferred Meaning/Clues/ Sentence help students crack the meaning of unknown words or terms. Fill in the chart with the word, the inferred meaning, and the clue that helped figure it out. Together, write a sentence in the final column. Have students create a similar chart in their Reader's Notebooks and complete as they read independently. ● Through read alouds, use illustrations as well as text to encourage inferences. ● Teach students that predictions are connected to inferences, but we predict outcomes, events, or actions that are confirmed or contradicted by the end of our reading. Prediction is one aspect of inferring. Students can note the difference by going back and marking inferences with a (+) or (-). Sticky notes with a (+) were predictions and sticky notes with a (-) are most likely inferences. ● Teach students the formula Background Knowledge plus Text Clues equals an Inference or BK+TC=I. ● Teach students that fiction and nonfiction text rarely promote just one main idea but rather several themes for readers to ponder and infer. Theme represents the bigger ideas of the test. Use any fairy tale to have students infer themes. Teach that themes often make us feel angry, sad, guilty, joyful, frightened. Create a "What's the Big Idea?" chart to emphasize common themes found when comparing texts.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● 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. ● Include multimedia components and visual displays in presentations to clarify information.	● Confer with students for evidence that students are using context to figure out the meaning of words and concepts. ● Confer with students for evidence that students are merging their background knowledge with clues in the text to surface themes and bigger ideas. ● Confer with students for evidence that students enhance their understanding and think beyond just the facts as they read textbooks and other nonfiction texts.

Re-teaching:	**Enrichment:**
● Use illustrations as well as text to encourage inferences. ● Playing charades to get a concrete idea of what it means to infer. ● **For ELL students**- Practice making inferences from everyday occurrences. For instance, pose the question, "A student runs into the building soaking wet. What most likely occurred?" She was caught in the rain. Movie clips are another good source for inferences. Help students write the clues in the clip or scenario and the background knowledge that lead to the inference into a graphic organizer.	● Use unfamiliar objects like kitchen utensils, old-fashioned tools, and so forth to require students to use inferential thinking to make sense of them and their purposes.

Resources:	**Teacher Notes:**
● Strategies That Work by Stephanie Harvey, Chapter 9	Tight Times (picture book) by Barbara Shook Hazen could be used to teach many aspects of inferential thinking, such as meaning of unfamiliar words, predicting outcomes, and surfacing themes. (Page 141-142 in Strategies That Work) Encounter is another good picture book for inferring word meaning and setting.

City of St. Charles School District Communication Arts Curriculum K-6
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Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 2 CA 3 CA 4	Goal 1:1 Goal 1:2 Goal 1:5 Goal 1:8 Goal 2:1 Goal 2:3	R1H.6.a-c,f-i R1E.6.a-c R2B.6.a-d R3C.8.j R1H.6.a-c,f-i R3C.6.a-l R1E.6.a-c R3B.6.a-d W3A.6.a W2D.6.a-b RIH.6.b,f,h R1E.6.a-c	RL 1 RL 2 RL 4 RI 1 RI 4 RI 7 W 1 c W 3 c-d SL 1 SL 2 SL 3 SL 4 L 4

READING	Grade: 6	Unit of Study: Functional Texts	Timeline: MARCH

Big Idea: Readers will comprehend functional texts.

Learning Objectives:	Learning Activities:
The student will: ● Understand and utilize functional texts (i.e. newspapers, periodicals, brochures, letters, advertisements, instructions) ● Summarize text with main idea and details ● Analyze effectiveness of text features ● Understand relationships between subtopics and theme	● Provide each student with a copy of the newspaper. In groups have students jot noticings about the newspaper. Familiarize students with terms such as "headline," "byline," "masthead," "editorial," "column," etc. Have students make a list of text features used in the newspaper and their purpose. On subsequent days, so the same with other functional texts such as brochures, menus, catalogues, instructional guides, etc. ● Provide students with a functional text to complete a prepared scavenger hunt. ● Allow students to meet in reading partnerships or clubs to discuss their comprehension of functional texts, the effectiveness of text features, and the theme(s). ● Have students read the title of the subtopics of a functional text and make predictions about what they expect to learn or find out. Have students predict a list of themes that could be “tied to” the subtopics. After reading the text, have students deduce the theme(s) that are present. ● Have students summarize functional texts when appropriate using main ideas and details. They could use box and bullets or fist of five to plan summaries. ● Have students create a list of themes that commonly occur in functional texts such as the front page of a newspaper, advertisements in a certain magazines. ● Compare themes from one functional text to another .(eg. Sports Illustrated and Better Homes and Gardens) Have reading clubs or partnerships discuss clues that give us about the audience for those periodicals.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate	● Conferring with students for evidence of understanding

Re-teaching:	**Enrichment:**
● Provide students with a functional text and have them provide visuals that add to their understanding. ● Have students create a sequential timeline for a news story or recipe. Provide visuals if needed.	● Have students create a scavenger hunt for a functional text for other students to complete. ● Have students create a class newspaper or other shared functional texts.

Resources:	**Teacher Notes:**
● **http://www.ipl.org/div/news/** --The International Public Library. You can access newspapers from around the world ● http://www.readwritethink.org/classroom-resources/calendar-activities/york-times-used-slogan-20412.html --Lesson plans using newpaper editorials ● http://learning.blogs.nytimes.com/ --The New York Times provides current events newspaper stories with lesson plans	● Create a class chart for text features found in functional texts.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 3	Goal 1:2 Goal 1:5 Goal 1:8	R1H.6.b R1H.6.i R3C.6.a,i ICTL4A.6	RI 2 RI 6 RI 7

City of St. Charles School District Communication Arts Curriculum K-6
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READING	Grade: 6	Unit of Study: Functional Texts	Timeline: MARCH

Big Idea: Readers evaluate author's purpose.

Learning Objectives:

The student will:

- Compare biased and unbiased texts and evaluate author's purpose

Learning Activities:

- Teach students the difference between bias and unbiased. Discuss where examples of biases you have (I live on The Hill, so I think the best Italian in St. Louis can be found there.) I am unbiased when it comes to the big question of St. Charles, which high school is better? Have partnerships discuss things students are biased on and unbiased. Discuss: What do you think causes bias?
- Provide students with an informational article on a topic (eg. pit bulls) as well as an editorial (eg. pit bulls should not be allowed within city limits). Have students jot noticings. In reading partnerships, have students discuss the bias and author's purpose of both pieces.
- Provide students with an informational piece on a topic such as child labor in early America as well as a monologue of a child laborer. Have students compare the two. Is one biased? Why? What is the purpose of each? Have students write a short argumentative piece on the pros and cons of the topic.

Speaking/Listening Objectives:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate

Assessment for Learning:

- Conferring with students for evidence of understanding
- Analyzes Text-Nonfiction
- Thinks Beyond Text- Nonfiction

Re-teaching:	**Enrichment:**
● Provide students with a familiar product's advertisement. Have students use the visual and slogan to gain a "feeling" for the product. Discuss the downfalls of the product (eg. McDonalds ads show happy, mostly healthy people but the results of eating fast food do not always bring about happy results) ● **For ELL students-** If students are struggling, consider using topics with which students have a lot of background.	● Have students locate bias in magazine ads. ● Have students read examples of real-world opinion pieces (letters to the editors, blogs, articles, etc) Have them define who the stakeholders are. Have students discuss each stakeholder's purpose for writing or commenting. Have them determine bias.

Resources:	**Teacher Notes:**
● http://www.readwritethink.org/files/resources/lesson_images/lesson289/web-child-labor_1.html -- several monologues from the voices of child laborers	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 4	Goal 2:1 Goal 2:3	W3A.6.a W2A.6.a-b W2C.6.a-b W2B.6.a-b ICTL1A.6.d [W2C.7.e] W2C.6.a	W 1

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WRITING	Grade: 6	Unit of Study: Argumentative Writing	Timeline: MARCH

Big Idea: Writers will draft an argumentative writing piece.

Learning Objectives:	Learning Activities:
The student will: ● Draft an argumentative piece ● Use a persuasive structure to help readers understand information and interest them in a topic ● Write an effective thesis, supporting facts and opinions, and conclusion reflecting author's voice ● Revise to include effective examples and expert testimony that develop the topic	● Teach writers to use a boxes and bullets format for each paragraph of their argumentative piece. The lead should include the thesis statement, and each paragraph include arguments that support your thesis along with details to support the arguments. ● Teach writers that for their essays to be believable, they need to include vivid anecdotes, supporting ideas with quotes, and statistics. Ask students to think about a time when someone tried to convince them of something and it didn't work. Why were you not convinced? Guide the conversation toward inaccurate information or no facts to support. Then ask them to think about a time they were convinced of something, why were you convinced? Make sure your writing is convincing. ● Teach writers to write introductions that convey to readers that the ideas in the essay are important. Teach writers that ending essays powerfully is important too. The reader should finish with a feeling that they have just read something really important and heartfelt. ● Teach students that with argumentative writing it is just as important to include credible websites' information as it was with expository writing. Allow students time to find research for their argumentative topics to jot down quotes, facts, and statistics. ● Teach writers to include opinions and quotes from others in their writing. Use the book Air Disasters and show different spots where the author included quotes from people. Whose quotes did the author include? (People who were there when the plane crashed, people who saw it, people who know a lot about planes.)

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate	● Confer with students about their drafts

Re-teaching:	**Enrichment:**
● Remind students about transitions and how to transition from one argument to another. ● If students are struggling to draft their books, using the pieces of paper from their folder pockets, have them put the sentences in order that make the most sense. Then draft the paragraph copying those sentences down. ● **For ELL students-** provide students with a graphic organizer and key phrases likely to work in many situations if students are struggling. Let students know as they learn new words and structures, they won't use these structures or phrases as often but that these are useful.	● Teach writers another way to structure persuasive essays is to start with a thesis followed by elaboration of the author's opinion, then state the counterargument and the reasons why we feel it isn't true. ● Teach students that when thinking argumentatively about a topic, they have to consider what the opposing side of the argument is. Have students partner up and debate their topic. The partner will take the opposite stance and help the writer see opposing reasons.

Resources:	**Teacher Notes:**
Lucy Calkins: A Curricular Plan for the Writer's Workshop: Unit 4	

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 4	Goal 1:1 Goal 1:4 Goal 2:1 Goal 2:2	[R2C.EII.d] W2A.6.a-b W2C.6.a-b W2B.6.a-b ICTL1A.6.d [W2C.7.e] W2A.6.a-b W1A.6.a-e ICTL1B.6 ICTL5C.6.b-c W3A.6.a-b	W 1 W 4 W 5 W 6 W 9 W 10

WRITING	Grade: 6	Unit of Study: Argumentative Writing	Timeline: MARCH

Big Idea: Writers edit their writing.

Learning Objectives:	Learning Activities:
The student will: ● Edit for consistency in verb tense ● Edit for a range of sentence types and lengths	● Teach writers that when editing their writing, read through the piece with many different lenses. The first time you read through, be looking for spelling mistakes. Then the next time you're reading through, change lenses, and look for fragments or run-ons. Discuss the purpose of this. ● Teach writers to edit for verb tense. As a class, brainstorm words that are different for past, present, and future tense. For example, studied, studies, will be studying. Have partnerships read through their pieces of writing together to edit for verb tense. ● Teach writers that sentence lengths should vary in a piece for interest. Model by looking at your reason paragraphs. Count the number of words in the first sentence and graph it on a bar graph. Continue doing this through the first reason paragraph. Have a conversation with students about noticings. Students graph the lengths of their sentences. ● Teach writers that if the lengths are all about the same, one way to make them longer is to make compound sentences. Remind students about conjunctions and where to place the comma. ● Teach writers to use imperative sentences in their argumentative piece occasionally. What type of tone do these sentences have? Why should we only include a couple? (We don't want to be mean to our reader, we are trying to convince them of something.) ● Teach writers conditional sentences are used to indicate dependencies between events or conditions. Discuss why these types of sentences could be good in argumentative writing. Brainstorm conditional sentences in partnerships for student argumentative writing.

Speaking/Listening Objectives:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate

Assessment for Learning:

- Composes text using appropriate conventions.

Re-teaching:

- Confer with writers about their verb tenses. Some kids will struggle to find their own mistakes.
- **For ELL students-** If students are having trouble with verb tense and grammar, pick one type of mistake to correct with them. Point out the mistakes in their writing and teach the rule. Guide the student through correcting one part of the piece. On the next piece, point out where the student has (hopefully) correctly used that rule.

Enrichment:

- Teach writers to include complex-compound sentences to have even longer sentences. Teach students comma placement on these.

Resources:

Teacher Notes:

Present tense	Past tense
see	saw
go	went
swim	swam
fly	flew
catch	caught
drink	drank
eat	ate
ring	rang
mean	meant
wake	has woken

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Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 4	Goal 2:2	W2E.8.c W2E.7.c W1A.6.d W2C.6.d R2C.EII.d	L 1 L 3

WORD WORK	Grade: 6	Unit of Study: Word Work	Timeline: MARCH

Big Idea: Readers know the meaning of Greek and Latin roots and elements to decode word meaning.

Learning Objectives:

The student will:

- Learn the meanings of: mono-, uni-, bi-, tri-;
- micro-, mega-, super-, hyper-;
- tele, phon, photo, graph
- geo, therm, scope, meter, logy
- spect, port, form
- dic, aud, vis
- gress, rupt, tract, mot
- fract, flect/flex, ject, mis/mit
- man, scrib/script, cred, fac

Learning Activities:

- Give students a copy of the words to to cut out and sort. Have students repeat this sort several times in class and at home for homework.
- Teach students to use the dictionary to look up etymological information, pronunciation guides, multiple definitions, and so on. This is a good time to teach students how to use a dictionary text and a dictionary online. Assign students to look up one word and present to the class.
- Teach students to use their knowledge of word roots and parts to determine unknown word meaning in their independent texts. Students jot down words they come across in their books, write down inferred word meaning, and share with class.

Speaking/Listening Objectives:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate

Assessment for Learning:

- Confer
- Assess student writing for correct usage.

Re-teaching:

- **For ELL students-** Many students will have Latin and Greek roots in their first language. For these students, it may be helpful

Enrichment:

-

to point out that many of these roots are in both languages.	

Resources: ● Words Their Way	**Teacher Notes:**

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation		Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 4	Goal 2:2	W2E.8.c W2E.7.c W1A.6.d W2C.6.d R2C.EII.d	L 1 L 3

THINKING STRATEGY	Grade: 6	Unit of Study: Thinking Strategies	Timeline: MARCH

Big Idea: Readers use schematic strategies to comprehend text.

Learning Objectives:	Learning Activities:
The student will: ● Readers will activate and connect background knowledge to comprehend text.	● Teach students background knowledge for literary elements such as what to expect with genres, their special characteristics and conventions. Teach students when reading books by the same author, sometimes authors carry themes, issues, or topics throughout their writing. ● To build background knowledge of vocabulary, front load by projecting pictures of new words on the board, discussing, then labeling as a class. For example, prior to reading a book on Egypt, have partners discuss what they know about pharaohs and their pyramids. ● Teach students making connections to consider: how does that connection help you understand? Have students record a few connections in their notebook from their independent reading. Discuss how some connections can help us to empathize with our characters, understand their feelings or situations, or help us to more deeply understand the text.

Speaking/Listening Objectives:	Assessment for Learning:
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate	● In conferring, look for evidence that students are making text-to-text and text-to-world connections.

Re-teaching:	**Enrichment:**
● Teach students to make a connection with what they're reading with parts of their own lives, thinking about thoughts or experiences. Use passages closely related to their own lives to aid in this. ● Teach students about distracting connections. These connections cause our minds to wander from the text and disrupt meaning. Talk to kids about monitoring when they're reading and to be aware when their mind wanders off to think about this distracting connection and how to repair the meaning and get re-engaged. ● **For ELL students**- If students are literate in their first language, it is important to point out that much of the knowledge they have in their first language for "how a story goes" can help them with predicting and monitoring in English. Many of the book themes will be similar. Some students will transfer this naturally from their first language while others may need help.	● Push students who have mastered this strategy by asking open ended questions such as: "How does this new information change what you thought about your prediction?" "What does this make you think about what your character is thinking?" "How meaningful do you think this is to this part of the story?"

Resources:	**Teacher Notes:**
● Strategies That Work	● This strategy can be taught through most interactive read aloud lessons. A good carryover into writing can be asking kids to consider how an author might show a character is angry; how could the student author include this in their writing?

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 5	Goal 1:5 Goal 4:1	R1H.6.a-c,f-i R2C.6.a-i	RL 1 RI 1

READING	Grade: 6	Unit of Study: Test Taking Skills	Timeline: APRIL

Big Idea: Reader will use strategies to comprehend and show proficiency on tests.

Learning Objectives:	Learning Activities:
The student will: ● Jot down noticings using various passages as a mentor text ● Comprehend structure in standardized test passages	● Provide students with DESE or CCSS released type items (ie. Buckle Down Practice workbook.) In groups, have students browse through a lesson and jot down what they notice about the construction of the lesson, text features, tips, question arrangement, etc. Have them openly discuss how the lesson is similar to end of year assessments they have taken in past school years. Have each group create a list of their "noticings" on poster paper and hang. Have groups do a gallery walk in which they tour the room reading the other posters. When they get back to their group's poster, have them add anything they might have left out to their poster. Teacher may have to do some guiding or make additions. ● Guide students and have them practice "looking over" the passage. Notice the way it is set up (in columns, text features on the side, etc) Have students come up with a plan for reading. ● Through a think aloud, model test taking tips. (Tips found in the introduction of each workbook and at the beginning of each lesson.)

Speaking/Listening Objectives:	Assessment for Learning:
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and	● Confer with groups or individual students.

evidence from claims that are not. ● 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. ● Include multimedia components and visual displays in presentations to clarify information.	

Re-teaching: ● In a strategy group, provide students 2 different pages of assessment in which the construction of the each passage is different. Have students compare and contrast passages. (eg. This one has 2 columns of text but this one looks like a poem.) Have students come up with plans for tackling text.	**Enrichment:** ● Have student provide a think aloud for a test question modeling process of elimination using projected text and highlighting needed information. ● Similarly, model answering a constructed response question.

Resources: ● DESE released items ● CCSS sample performance events	**Teacher Notes:** ● Chart test taking tips

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers		Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 2 CA 3 CA 6	Goal 1:1 Goal 1:2 Goal 1:5 Goal 4:1	R1H.6.a-c,f-i R3C.6.a-l R1E.6.a-c R3B.6.a-d R3A.6.a-b	RI 1 RI 2 RI 3 RI 4 RI 5

READING	Grade: 6	Unit of Study: Test Taking Skills	Timeline: APRIL

Big Idea: Readers will use strategies to comprehend and show proficiency on tests.

Learning Objectives:	Learning Activities:
The student will: ● Understand and respond to likely standardized test questions and prompts ● Utilize test-taking strategies (i.e. restating the question, process of elimination, using details from the text)	● After jotting noticings for standardized tests, have student apply understanding for test taking. ● Provide students with a rubric for scoring constructed response answers (eg. Re-state the question, answer in a complete sentence, use details from the text, basing your answer only on what is in the passage) Scan and project student answers. In an open discussion, have students score the projected answers. Have students provide tips for improving a response. ● Have students leave their constructed response on their desk and move to another student's answer/desk. Students will write their name at the bottom of the paper and score. Have them comment on positives and additions.

Speaking/Listening Objectives:	Assessment for Learning:
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study. ● Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate	● Conferring with students individually or in groups. ● Score buckle down assessments.

Re-teaching:	**Enrichment:**
● Walk through a selected response question with student(s) practicing process of elimination. ● Walk through a constructed response question. Have students verbalize what the question is asking. (eg: what is the theme of the passage and 2 details to support it) Have them locate the section of the passage in which they are most likely to find the information. Use a highlighter to mark details to include. Similarly, walk through completely answering the question. ● Pair student with a proficient student when answering constructed response questions. Have them compare answers, discuss, and improve response.	● Partner with a struggling student to tutor through a selected response or constructed response question.

Resources:	**Teacher Notes:**
● Test Taking Tips are located in the introduction of practice workbook ● DESE released items, rubrics, and student responses	● Create charts with test taking tips

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice	X	Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses	x	Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 2 CA 3 CA 6	Goal 1:1 Goal 1:2 Goal 1:5 Goal 4:1	R1H.6.a-c,f-i R3C.6.a-l R1E.6.a-c R3B.6.a-d R3A.6.a-b	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6

WRITING	Grade: 6	Unit of Study: Argumentative Writing	Timeline: APRIL/MAY

Big Idea: Writers publish and celebrate.

Learning Objectives:

The student will:

- Publish argumentative piece
- Participate in writer's celebration

Learning Activities:

- Familiarize students with the scoring guide that will be used to assess published argumentative. Have students refer to the scoring guide as they publish their narrative for an audience. Students may score their paper using the guide and attach it to their published narrative. Writer's conferences should be held after teacher-scoring to compare student scoring to their teacher's assessment.
- Publishing celebrations should be held at the completion of each formal piece of writing in which students have the opportunity to share their writing in some fashion.

Speaking/Listening Objectives:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate

Assessment for Learning:

- Use scoring guide for argumentative writing.

Resources:
Lucy Calkins Unit of Study

Teacher Notes:
As this is the last celebration of the year, share with students how much growth they've made this year. It might be a good time to pull out all of their completed writing for the year.

City of St. Charles School District Communication Arts Curriculum K-6
Revised March 2013

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	**X**	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 1 CA 4	Goal 2:2	W2E.8.c W2E.7.c W1A.6.d W2C.6.d R2C.EII.d	L 1 L 3

WORD WORK	Grade: 6	Unit of Study: Word Work	Timeline: APRIL/MAY

Big Idea: Readers know the meaning of Greek and Latin roots and elements to decode word meaning.

Learning Objectives:

The student will:

Learn the meanings of Greek and Latin roots:

- duc/duct, sequ/sec, flu, ver/vert;
- bene, mal, ante-, post-
- magni, min, poly, equ, omni
- cap, corp, dent/dont, ped/pod
- terr, astr/aster, aer, hydra/hydro
- gen, mort, bio
- ven/vent, junct, spir, sec/sect
- jud, leg, mod, biblio
- voc/voke, ling/lang, mem, psych
- path, sens/sent, med/medi, sol
- intra-, inter-, intro-, circum-
- press, pur/purg, fus, pend
- pos, loc, sist, sta/stat/stit
- ced/cess/ceed, ten/tend, lit

Learning Activities:

- Have students write sorts in their word study notebook. Ask students to underline the base word. At the bottom of the sort, have students reflect what they learned and any new rules they learned from that sort.
- Ask students to write some of the words in sentences and draw a little picture to go with them. These will be good reference tools for spellers later.
- Have students do blind sorts. This is a good activity after spellers have sorted multiple times. To do this activity, headers and key words are laid down. Partner calls out a word and the speller points to where the word would go, under which header.
- Have students do a writing sort where the students writes the word called by a partner into the proper category, using the key word as a model for spelling. After the word has been written, the partner shows the word card to the student doing the writing to check for correctness.
- **For ELL students-** Note with students words from their other language that use words with Greek and Latin roots. Spanish speakers will find many of the same roots present in their own language.

Speaking/Listening Objectives:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.
- Delineate a speaker's argument and specific claims,

Assessment for Learning:

- Assessment 6 for Sorts 35-42 in Words Their Way for Derivational Relations Spellers

distinguishing claims that are supported by reasons and evidence from claims that are not. ● Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate	

Resources: Words Their Way for Derivational Relations Spellers	**Teacher Notes:** Create a class chart with the word parts, definitions, and student-drawn pictures.

Marzano Strategies: **Equity/Workplace Readiness**

X	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity		Research
X	Setting Objectives and Providing Feedback		Generating and Testing Hypotheses		Cues, Questions, and Advance Organizers	X	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	Process Standards	MO Grade Level Expectations	Common Core State Standards
CA 7	Goal 1:6	R1E.6.a-c	L 4

WORD WORK	Grade: 6	Unit of Study: Author Studies	Timeline: May

Big Idea: Readers will deepen their comprehension by looking closely at the works of one author.

Learning Objectives:

The student will:

- Examine the multiple works of one author to identify patterns within plot and craft.
- Create a list of intentional reading choices for summer.

Learning Activities:

- Browse your personal library, the libraries of colleagues, the school and public library to set up text sets by the same author. It is ideal, if possible, to have multiple levels of texts in each set. In addition, ask students for titles and authors they'd love to see more of in order to build text sets. Group students, by choice, with an author. Groups should not be larger than 4 students. The goal is to have students read as many selections as possible by that author. They do not have to be reading the same book at the same time or even at all. Slower readers should read at least 2 books by the author to notice patterns.
- Model as a class read aloud picture books, short stories, and shorter novels by the same author. You might begin with Cynthia Rylant's, When I was Young in the Mountains and An Angel for Solomon Singer (both picture books) and move to some short stories from her well-loved anthology Every Living Thing. Guide students to notice the settings and the characters this author creates and whether the problems the characters face in one book feel similar to those faced in another book. Have students name specific craft moves this author makes, analyze themes that recur, social issues, and to evaluate the bigger life messages this author seems to bring forward.
- Have students notice, compare and contrast, and have deeper thinking conversations in their book partnerships regarding their chosen author.
- Have students read articles about their author to compare their thinking to actual facts about the author.
- Have students use web sites such as www.goodreads.com and www.whatshouldireadnext.com to find other works by the same author or similar author to create a list of books to read over the summer.

	● Have students copy a short section of text they love from each of the books they've read so far and to study them for sentence variation, punctuation, even word choice. Have students try their hand at writing like their author and writing scenes that are not there. Have students write pieces of dialogue or descriptive passages in the style and cadence of their author.

Speaking/Listening Objectives:	**Assessment for Learning:**
● Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.	● Conferring with students and reading partnerships ● Analyzes Fiction Text ● Thinks Beyond Fiction Text ● Summarizes Fiction using Story Elements

Re-teaching:	**Enrichment:**
● May consider putting lower level readers in groups with higher leveled readers being sure to provide appropriate texts by the same author. Allow students to hear deeper-thinking conversations to rev their minds up for this way of noticing patterns within texts by the same author.	● Have students explore why they gravitate to one particular author over another and note ways in which this favorite author's work shapes his or her own thinking about a particular subject. ● Have students pen a quick literary essay explaining their connection to a particular book or particular author.

Resources:	**Teacher Notes:**
● A Curricular Plan for the Reading Workshop- 6th grade by Lucy Calkin, Unit 9 ● www.goodreads.com ● www.whatshouldireadnext.com	● Students may reread books they have read before by their chosen author. This is appropriate because students are not looking through the lens of figuring out what is happening in the story, but rather what patterns can they notice that are similar to other books by the same author.

Marzano Strategies: **Equity/Workplace Readiness**

	Homework and Practice		Nonlinguistic Representation	X	Cooperative Learning	X	Equity	X	Research
X	Setting Objectives and Providing Feedback	X	Generating and Testing Hypotheses	X	Cues, Questions, and Advance Organizers	**X**	Technology	X	Workplace Readiness Skills

Standards Met:

Content Standards	**Process Standards**	**MO Grade Level Expectations**	**Common Core State Standards**
CA 2 CA 6	Goal 1:5 Goal 1:6	R2C.7.b R1H.6.b R1H.6.i R2C.6.b R2C.6.c R2A.6.b R2C.6.b-c R2C.8.b R2C.7.d	RL 2 RL 3 RL 5 RL 6

Appendix

English Language Arts Glossary of Terms
Depth of Knowledge (DOK) Levels
Balanced Literacy Terms
Helpful WEB Links for Communication Arts
K-6 Collective Commitments Reading Workshop
Show Me Standards
GLEs
Standards Crosswalk for English Language Arts – Grade 6

GLOSSARY OF TERMS
COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education

November, 2009

This Glossary of Terms provides definitions and elaborations for terms used in the **2.0 Version** of the Communication Arts Grade and/or Course Level Expectations (GLE/CLE) documents. The Glossary includes additional terms to clarify important concepts in Communication Arts. The GLE/CLE correlations are listed in the third column. e.g., W2F = **W**riting. **2** Compose well-developed text using standard English conventions. **F** Sentence construction. Information Literacy definitions and the corresponding GLE/CLEs will be added after revisions have been completed.

*Asterisk denotes words that are content-related terminology that are not referenced in the GLE/CLE documents.

active voice	writing in which the subject of the sentence performs the action of the verb **active voice** - "My sister decorated the cake." (**passive voice** - when the subject receives the action – "The cake was decorated by my sister.")	**W2C**
active-listening behaviors	actions that let the speaker know the audience is listening (e.g., non-verbal body language cues such as facial expressions, gestures, eye contact; verbal cues such as questioning and summarizing main points, etc.)	**LS1B**
affixes	one or more sounds or letters attached to the beginning or end of a word or base: prefixes and suffixes	**R1E**
alliteration	repetition of sounds in stressed syllables or words in sequence [see sound device]	**R2B**
allusion	reference, within a literary work, to another work of fiction, film, a piece of art, or even a real event; a kind of shorthand, drawing on this outside work to provide greater context or meaning to the situation being written about. (While allusions can be an economical way of communicating with the reader, they risk alienating readers who do not recognize these references.) [see rhetorical devices]	**R2B**
analogy	expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C:D and are read "*A is to B as C is to D.*") [see rhetorical devices]	**R2B** **R3B**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
analyze	To break something down into parts to examine its nature	**R1H** **R1I** **R2A** **R2C** **R3A** **R3C**
antecedent	word, phrase, or clause to which a pronoun refers, as understood by the context	**W2C** **W2E**
author's purpose	author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage	**R2C** **R3C**
automaticity	automatic word recognition; the fast, effortless word recognition that comes with a great deal of reading practice (In the early stages of learning to read, readers may be accurate, but slow and inefficient at word recognition. Continued reading practice helps word recognition become more automatic, rapid, and effortless. Automaticity refers only to accurate, speedy word recognition, not to reading with expression or comprehension.)	**R1D**
awareness of audience	writing for a specific purpose with a specific reader or group of readers in mind	**W2A**
cause and effect	connection or relationship between a precipitating event or reason and its effects or results • **cause:** makes something occur • **effect:** outcome of the cause	**R2C** **R3C**
character traits	characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.	**R2C**
classroom resources	reference materials such as a dictionary, thesaurus, handbook, word wall, glossary, or technological tool	**R1E**
cohesive devices	elements that bind writing together as a whole; cohesive devices include transitional words and phrases as well as repetition of key words and the use of "reference words" that "point back" to ideas in the text	**W2C**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
colloquialism	common word or phrase that is used in everyday speech; colloquialisms may be specific to a geographic region; authors use colloquialisms to develop characterization (e.g., "How's it goin'?" is a colloquialism for "How are you?")	**LS1A**
compare	to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities	**R1I** **R2C** **R3C**
complex task	work consisting of multiple interconnected, involved, or complicated steps	**R3D**
concepts of print	conventions of print; the understanding an individual has about the accepted practices that govern the use of print and the written language (e.g., reading left to right and top to bottom, words are made of letters, use of spaces between words, use of upper- and lower-case letters, spelling patterns, punctuation, etc.)	**R1A**
conflict	struggle or clash between opposing characters or opposing forces • **external conflict**: a struggle between a character and an outside force o person versus person o person versus society o person versus nature o person versus "fate" • **internal conflict**: a struggle within a character o person versus self	**R2C**
connotation	attitude and emotional feelings associated with a word or idea (**Denotation** - a word's literal meaning.)	**R3C**
context clues	information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase	**R1E**
contrast	to explain how things are different	**R1I** **R2C** **R3C**
conventions	capitalization, punctuation, spelling, grammar	**W2E**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
cueing system	any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)	**R1G**
culture	customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)	**R1I**
decode	to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)	**R1C**
decoding strategies	methods of translating symbols into words or identifying unknown words (roots and affixes, word chunking, context clues, etc.)	**R1C**
description/ descriptive writing	writing that portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) [see types of writing]	**W3A**
dialect	representation of the language spoken by the people of a particular place, time or social group • **regional dialect**: spoken in a specific geographic region • **social dialect**: spoken by members of a specific social group or class	**R2B**
diary/journal	log kept by an individual or group of individuals recording daily events, thoughts and opinions, the weather, or other topics	**W3A**
directionality	ability to accurately perceive spatial orientation of print (e.g., the print concept of reading from left to right and top to bottom)	**R1A**
draft	writing ideas in a rough, unpolished form; the preliminary version of a piece of writing	**W1A**
draw conclusions	use of facts and inferences to make a judgment or decision	**R1H**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
enunciation	clear pronunciation and articulation of words	**LS2A**
environmental print	print and other graphic symbols, in addition to books, that are found in the physical environment	**R1D**
euphemism	literary technique that is more acceptable and usually more pleasant way of saying something that might be inappropriate or uncomfortable ("He went to his final reward" is a common saying for "He died.") [see literary techniques/devices]	**R2B** **R3B**
evaluate	to make a judgment of quality based on evidence	**R2A** **R2B** **R2C** **R3A** **R3B** **R3C**
exposition/ expository writing	writing that presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic [see types of writing]	**W3A**
fact and opinion	• **fact**: statement that can be proven • **opinion:** statement that reflects a writer's belief, but which cannot be supported by proof	**R3C**
fiction	imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)	**R2A** **R2B** **R2C**
figurative language	word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought [see literary techniques/devices]	**R2B** **R3B** **W2D**
flashback	literary technique in which the author presents information that happened before the events currently taking place [see literary techniques/devices]	**R2C**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
fluency	ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)	**R1D**
foreshadowing	literary technique in which the author provides clues to coming events in a narrative [see literary techniques/devices]	**R2C**
freshness of thought	creativity or originality in writing	**W2B**
genre	• categories used to classify literature (e.g. fiction, non-fiction, poetry, drama) • categories used to classify writing (e.g. narrative, descriptive, expository, persuasive)	**W3A**
grade-level instructional text	• **instructional reading level**: the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher • **independent reading level**: the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help	**R1D**

graphic organizer	a visual device in reading/and or writing for organizing information around a concept, theme, or topic; includes, but not limited to, the following: • **advanced organizer**: previews instruction and provides familiar concepts that connect and anchor the new learning • **chart**: gives information, shows processes, or makes comparisons with pictures, symbols and/or words • **concept map, or web**: presents written ideas around a theme, characteristic, category, or word • **diagram**: shows how something works, how it is constructed, or how its parts relate to one another • **graph**: presents information with lines, pictures, and symbols rather than words • **mind map**: uses pictures and symbolic drawings rather than written words to display thoughts • **outline**: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details • **Venn diagram**: uses two overlapping circles to express similarities and differences in two things	**R1F** **W1A** **IL1C**
high-frequency words	common words that appear often in written or spoken language (e.g., the, of, and, a, to, in, is, you)	**R1D**
historic time frame	era, or time period, in which the plot is set; the cultural era reflected in the literature	**R1I**
humor	writing that is meant to entertain in a light manner, often in funny or absurd situations	**W2D**
hyperbole	literary technique in which exaggeration is used to convey meaning (e.g., "I've told you a million times.") [see literary techniques/devices]	**R2B**
idiom	term or phrase whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through common use (e.g., "I am pulling your leg." or "You're skating on thin ice.") [see literary techniques/devices]	**R2B**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
imagery	language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of simile and metaphor; sensory language [see literary techniques/devices]	**R2B**
infer	to draw meaning from a combination of clues in the text without explicit reference in the text	**R1G**
irony	literary technique that compares expectations and reality dramatic irony exists contrast or discrepancy when information is known to the reader or audience but unknown to the characters • situational irony involves an occurrence that contradicts the expectations of the reader or audience • verbal irony occurs when a writer or speaker says one thing but means the opposite [see literary techniques/devices]	**R2B** **R3B**
jargon	technical terms, acronyms, and language used by people of the same profession or specialized interest group [see literary techniques/devices]	**R2B** **R3B**
letter	• a **formal business letter** has a prescribed form (full block, block, semi-block) and contains a return address/heading, inside address, salutation, body paragraphs, closing, and signature • a **friendly letter** (informal or personal letter) has five parts: date/heading, greeting/salutation, body, closing, and signature	**W3A**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
literary techniques/devices	techniques/devices used in writing which are intended to create a special effect or feeling, which include, but are not limited to, the following: • **euphemism** • **hyperbole** • **figurative language** • **flashback** • **foreshadowing** • **idiom** • **imagery** • **irony** • **jargon** • **metaphor** • **personification** • **propaganda** • **satire** • **simile** • **slang** • **symbolism**	**R2B** **R3B**
main idea	implicit or explicit message; what a text is "mostly about"	**R1H**
metaphor	literary technique that makes a direct comparison between two unlike things; a comparison that *does not* use the connective words "like" or "as" (e.g., "Love is a rose.") [see literary techniques/devices]	**R2B** **R3B**
mood	feeling created in the reader which is evoked through the language of the text	**R2C**
narrative/ narrative writing	writing that relates a story or a personal essay (e.g., anecdote, autobiography, memoir) [see types of writing]	**W3A**
nonfiction	writing that reflects real events and is intended to explain, inform, entertain, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)	**R3A** **R3B** **R3C** **R3D**
nonverbal communication	communication without words; body language (facial expression, gestures); sign language	**LS1A**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
onomatopoeia	sound device in which the word echoes or suggests its meaning, so that sound and sense are reinforced (e.g., hiss, splash, zap, whoosh, etc.) [see sound device]	**R2B** **R3B**
onset and rime	parts of monosyllabic words in spoken language, smaller units than syllables but may be larger than phonemes • **onset:** initial consonant sound of a syllable (The onset of bag is **b-**; The onset of swim is **sw-**) • **Rime:** part of a syllable that contains the vowel and all that follows it (The rime of bag is **–ag**; The rime of swim is **–im**. **Rime** is also referred to as a **word chunk**.)	**R1B**
pace	rate or speed	**R1D** **LS2A**
parallel structure/ parallelism	deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs [see rhetorical devices]	**R2B** **R3B** **W2C**
paraphrase	using one's own words to express the main ideas in what has been read, seen, or heard	**R1H**
passage	piece of text, fiction or non-fiction, used for instruction/assessment	*
personification	literary technique in which a non-living or non-human thing (e.g. animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities (e.g.,"a happy home") [see literary techniques/devices]	**R2B** **R3B**
perspective/ viewpoint	position from which something is considered or evaluated; standpoint	**R2C** **R3C**
persuasive writing/ argument	writing that seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) [see types of writing]	**W3A**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
phoneme	smallest part of spoken language that makes a difference in the meaning of words (English has approximately 41 phonemes. Some words, such as "*a*" or "*oh,*" have only one phoneme. The word "*if*" has two phonemes: /i/ and /f/. "*Check*" has three phonemes: /ch/ /e/ /k/. A phoneme may be represented by more than one letter.)	**R1B**
phonemic awareness	awareness of the sounds that make up words (Beginning readers demonstrate phonemic awareness by combining or blending the separate sounds in a word to say the word: /c/ /a/ /t/ is spoken as "*cat.*")	**R1B**
phonetic spelling	spelling a word as it sounds	**W2E**
phonics	phonic cues; instruction based on the alphabetic principle that there is a predictable relationship between **phonemes** (sounds in spoken language) and **graphemes** (letters that represent the sounds) that can be used to decode and read words	**R1C**
plot	action or sequence of events in a story; five basic elements: exposition, rising action, climax, falling action, and resolution	**R2C**
point of view	perspective from which a story is told • **first person point of view**: the narrator participating in the action and referring to himself/herself as "I" • **second person point of view**: the "you" in directions, explanations or arguments (not frequently used) • **third person point of view**: the narrator generally not a character in the story (although this is not always the case), and referring to the characters as "he" or "she" as the events are told o **limited omniscient point of view**: the narrator relating the inner thoughts and feelings of just one character o **omniscient point of view**: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters	**R2C** **R3C**
poise	appearance of ease, self-confidence, and self-control in one's manner	**LS2A**
post-reading skills	strategies used to reflect on reading and to integrate new information and concepts with previously learned understandings	**R1H**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
predict	to use context and content clues to anticipate what might happen next	**R1F** **R1G** **R1H**
pre-reading strategies	activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea, and set a purpose for reading [see graphic organizer]	**R1F**
pre-writing strategies	activities that take place before writing to give structure and organization to the piece [see graphic organizer]	W1A
pronoun case	pronouns may be used as subjects, objects, or possessives • **subjective/nominative case**: "He went to the mall." • **objective case**: "The cat sat on her lap." • **possessive case**: "Is that your sweater?"	**W2E**
propaganda techniques	methods used to make arguments more persuasive • **appeal to ignorance**: suggests that if a claim has not been proven false, then it must be true • **bandwagon**: promotes the idea that if everyone does it or believes it, it must be right • **broad generalization**: claims something to be true for all members of a group • **circular thinking**: uses the claim as foundational proof • **either/or**: assumes only two alternatives • **loaded words**: uses emotionally charged words to produce strong positive or negative reactions • **oversimplification**: makes complicated issues simple to solve • **red herring**: changes the subject to distract from the real argument • **straw man**: dismisses the other side of the argument as ridiculous	**R2B** **R3B**
purpose	writing to explain or inform, to entertain, to describe, or to persuade	**W3A**
question to clarify	comprehension technique in which a student generates questions about text during reading in order to come to a deeper understanding of the text	**R1H**
read-alouds	fiction or nonfiction that is read aloud with students	**R1G**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
reading rate	speed at which a selection is read based on the purpose for reading: skimming, scanning, studying, or reading for pleasure	**R1D**
reflect	to think about and write or speak one's views in response to a text, presentation, or experience	**R1H**
reflective writing	written text conveying the writer's critical thinking about text	**W3A**
refrain	word, phrase or sentence that is repeated for emphasis in a poem	
reliability	dependability and credibility	**LS1AI** **L1B**
repetition	words or certain phrases repeated for a stronger emphasis by the author. [see rhetorical devices]	**R2B** **W2D**
respond to literature	to express one's thoughts and feelings about a work to reinforce understanding of the text	**W3A**
resume	organized summary of a job applicant's background and qualifications	**W3A**
retell	to give an oral or written description of a story after reading or hearing the text read aloud; a more detailed account than a summary	**R1H**
rhetorical device	method used in writing or speaking in which language is used to influence or persuade an audience • **allusion** • **analogy** • **parallelism** • **repetition** • **rhetorical question** • **understatement**	**R2B** **R3B** **W2D** **LS1A**
rhetorical question	question posed for its persuasive effect without the expectation of a reply [see rhetorical device]	*

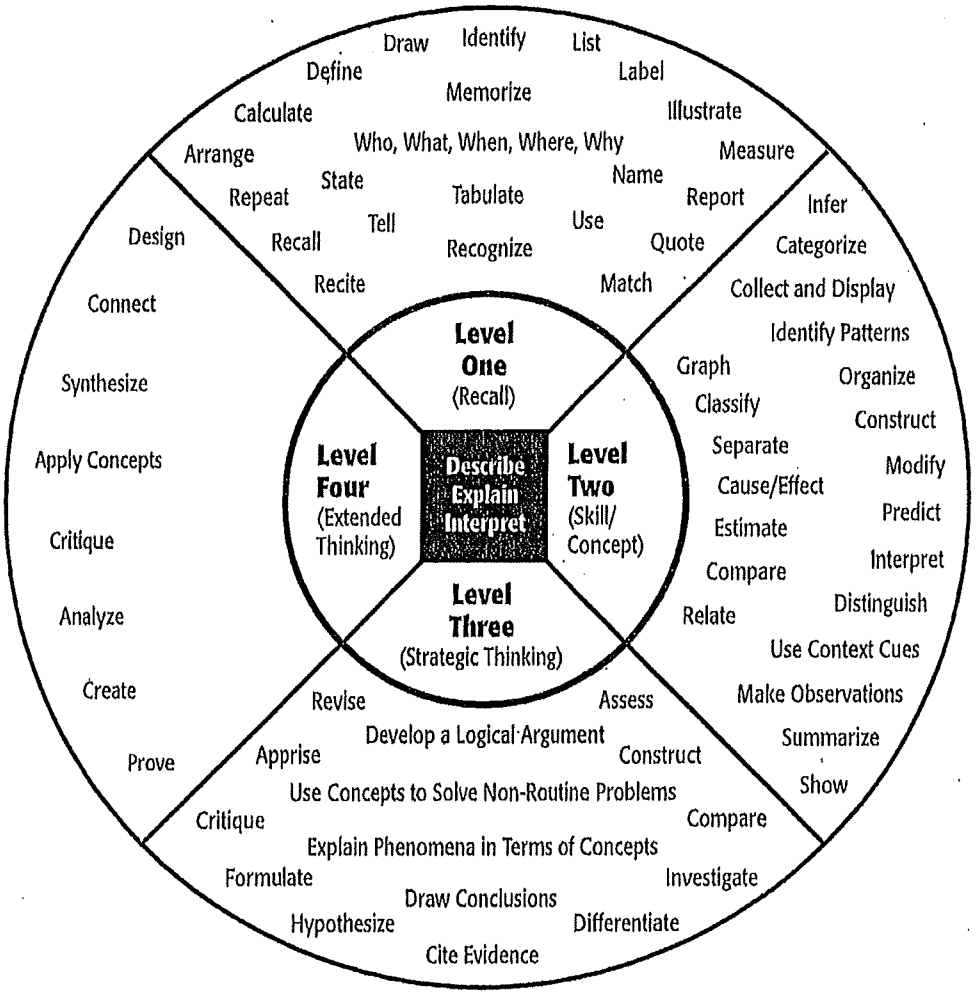
GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
rhyme	sound device marked by the repetition of identical or similar stressed sounds • **perfect or exact rhyme**: differing consonant sounds followed by identical vowel sounds, as in "bee" and "see" • **approximate rhyme**: the final consonant sounds are identical, as in "trip" and "slap" • **end rhyme**: the rhyming words occur at the end of the lines of poetry • **internal rhyme**: rhyming words occur within the lines of poetry [see sound device]	**R2B**
rhyme scheme	pattern of rhyming lines in a poem (Rhyme schemes are denoted by representative letters to show which lines rhyme. For example, **abab** could denote a quatrain's rhyme scheme.)	*
rhythm	sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables [see sound device]	**R2B**
root word	form of a word after all affixes are removed	**R1E**
satire	literary technique that combines a critical attitude with humor, often with the intent of correcting or changing the subject of the satire [see literary techniques/devices]	**R2B** **R3B**
semi-phonetic spelling	stage in spelling development in which the spelling represents only the surface sound features of the word (A few letters may represent whole words: "bk" for the word "book.")	**W2E**
sensory details	details that appeal to the five senses and evoke images of how something looks, sounds, feels, tastes, or smells; sensory details may be literal (descriptive language) or figurative (imagery)	**R2B** **W2D**
sentence variety	four basic types: • **declarative sentence**: informs the reader; punctuated with a period • **exclamatory sentence**: expresses strong feelings; punctuated with an exclamation point • **imperative sentence**: commands, makes requests; usually punctuated with a period, sometimes with an exclamation point • **interrogative sentence**: asks a question; punctuated with a question mark	**W2C**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
sentence structures	four basic sentence structures include: • **simple sentence**: one independent clause and no dependent clauses, as in "The dog ate my homework." • **compound sentence**: two or more coordinate independent clauses, but no dependent clause, as in "George talked about global warming, and Harry listened to every word." • **complex sentence**: one independent clause and one or more dependent clauses, as in "I knew when you came in." • **compound complex**: compound sentence with two or more independent clauses and one or more dependent clauses, as in "Teachers speak and students listen when both are motivated."	**W2C**
setting	geographic location and time period of a story	**R2C**
simile	literary technique in which two unlike things are compared, using the words "like" or "as" (e.g., "Ice is smooth as glass.") [see literary techniques/devices]	**R2B** **R3B**
slang	informal words or phrases used in casual conversation [see literary techniques/devices]	**R2B** **R3B**
sound device	use of sound for certain literary effects • **alliteration** • **onomatopoeia** • **rhyme** • **rhythm**	**R2B** **R3B**
stanza	division of a poem consisting of a series of lines arranged together	*
story elements	basic parts of a story: setting, characters, plot, conflict, point of view, and theme	**R2C**
style	author's use of language; its effect and appropriateness to the author's purpose and audience	**R2C** **W2A**
style manual	systematic explanation of print conventions; rules for citing sources in text, as in the MLA Guidebook, APA Publication Manual, Chicago	**IL1D**
subplot	smaller story within the larger story	**R2C**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
summarize	to make a brief statement about the essential ideas or major points in a text	**R1H**
summary	shortened version of the original; (Main purpose of a summary is to highlight the major points from a text/passage, a film, or an event.)	**W3A**
supporting details	examples provided to describe, explain, or reinforce the main idea	**R1H**
symbolism	object that holds a figurative meaning as well as its literal meaning; something that stands for something else; a representation of an abstract meaning [see literary techniques/devices]	**R2B** **R3B**
text features	parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)	**R2A**
theme	underlying or implicit meaning, concept, or message in a text	**R2C**
tone	attitude the author takes toward the subject, the characters, or the audience	**R2C**
transitional spelling	stage of spelling development in which the speller relies more on how words look than how they are pronounced	**W2E**
types of writing	modes, forms, and purposes of writing: • **description/descriptive writing** portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell) • **exposition/expository writing** presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic • **narrative/narrative writing** relates a story or a personal essay (e.g., anecdote, autobiography, memoir) • **persuasive writing/argument** seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers)	**W3A**
understatement	form of speech in which a lesser expression is used than what would be expected [See rhetorical devices]	**R2B** **R3B**

GLOSSARY OF TERMS COMMUNICATION ARTS GRADE/COURSE LEVEL EXPECTATIONS Missouri Department of Elementary and Secondary Education November, 2009		
validity	message that is relevant, accurate, justifiable, and logically correct	**LS1A**
verbal communication	words spoken aloud	**LS1A**
viewpoint/ perspective	[See perspective/viewpoint]	**R2C** **R3C**
visualize	to picture the people, places, and/or actions that an author describes in text; a reading strategy to increase comprehension of text	**R1G**
vocabulary	words one can understand and use correctly	**R1E**
voice	distinctive tone or style of a particular writer; a reflection of the personality of the writer	**W2D**
word chunk	parts of monosyllabic words in spoken language [see onset and rime]	**R1B**
workplace communication	writing in and for the workplace: letters, email, memos, reports, forms, pamphlets, brochures, proposals, newsletters, manuals, advertisements, etc.	**W3A**
writing plan	organizational format used to "think through" a piece of writing It is generally chosen by the student and may take the form of pictures, webs, outlines, etc.	**W1A**

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Depth of Knowledge Level Descriptors

	READING	WRITING
Level 1- Recall	Requires students to receive or recite fact or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a minimal understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are: ➢ Support ideas by reference to details in the text. ➢ Use a dictionary to find the meaning of words. ➢ Identify figurative language in a reading passage. *Automatic responses will be dependent on grade level.*	Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are: ➢ Use punctuation marks correctly. ➢ Identify Standard English grammatical structures and refer to resources for correction.
Level 2 – Basic Application of Skill/ Concept	Includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter sentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as *summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion.* Literal main ideas are stressed. A Level 2 assessment item may require students apply some of the skills and concepts that	Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2

	are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are: ➢ Use context cues to identify the meaning of unfamiliar words. ➢ Identify and summarize the major events in a narrative. Use information or conceptual knowledge. *At this level 2 or more steps are typical.*	performance are: ➢ Construct compound sentences. ➢ Use simple organizational strategies to structure written work. ➢ Write summaries that contain the main ideas of the reading selection and pertinent details.
Level 3 – Strategic Thinking	Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are: ➢ Determine the author's purpose and describe how it affects the interpretation of a reading selection. ➢ Summarize information from multiple sources to address a specific topic. ➢ Analyze and describe the characteristics of various types of literature.	Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentences and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are: ➢ Support ideas with details and examples. ➢ Use voice appropriate to the purpose and audience. ➢ Edit writing to produce a logical progression of ideas.

Level 4 – Extended Thinking	Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are: ➢ Analyze and synthesize information from multiple sources. ➢ Examine and explain alternative perspective across a variety of sources. ➢ Describe and illustrate how common themes are found across texts from different cultures.	Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is: ➢ Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. *At Level 4 students are typically expected to include creativity as part of the overall process.*

L.A. examples from: Council of Chief State School Officers TILSA Alignment Study, *Reviewer Background Information and Instruction, May 2001.*

Balanced Literacy Terms

Revised March 2013

Term	Definition
Oral Story Telling	Component of balanced literacy that supports the writing workshop and language development. Students are engaged in various story telling opportunities. This may include retelling a teacher's story, a partner's story or their own story. Teaching opportunities may include the five finger story, listening skills, expressive language, vocabulary, turn-taking and semantics.
Reader's Workshop	Component of balanced literacy in which reading is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently read, partner read, and/or participate in book clubs. While students are reading the teacher is conferring with readers, leading a small guided reading or strategy group and/or assessing reading. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Mini-lesson	Component of reader's workshop lasting 7-12 minutes. The components of the mini-lesson are: • Connection: link to prior learning, building background knowledge, ie... "Readers, yesterday we learned...." • Teaching Point: A focused reading skill/strategy to be explicitly taught through teacher modeling with mentor texts. Create a chart with your students to use as a tool on how to use this strategy while they are independent reading. ie... "Readers, today we will be learning...." As you model from a mentor text, "Readers, watch me while I....". • Active Engagement: Students will practice the reading strategy modeled on their own or with a partner in their independent text or a provided text. "Readers, now you try...". • Link: Restate the teaching point. Remind students of the skill or strategy they will practice in their independent reading during workshop today. Send them off to read. "Readers, today and everyday you can...."
MIdworkshop Teaching Point	This is an opportunity halfway through the workshop time to pause the reader or writer and address the whole class in a 1-2 minute teaching point. This can include: highlighting student thinking or work, reminders, a previous teaching point, etc...

Teach Share	The workshop ends with a small amount of time for the students to work collaboratively with others sharing thinking or the work they have done. (this in NOT an author's chair) The teach share begins with the teacher framing the time with a statement highlighting or celebrating student work or providing another reminder/teaching point. Then students share with partners, clubs or as a whole what they did in relation to the teaching point. (lasts 3-5 minutes)
Writer's Workshop	Component of balanced literacy in which writing is done by the students. The start of the workshop should consist of a focused teaching point through a mini-lesson. After the mini-lesson, students are sent off to independently write within the genre study. While students are writing the teacher is conferring with writers, leading a small guided writing groups or strategy groups and/or assessing writers. You may provide a mid-workshop teaching point as an opportunity to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference. Workshop ends with a teaching share to reinforce the teaching point from the mini-lesson.
Reading Logs	Each reader should have a reading log that is used daily at home and school throughout the course of the school year. This tool will provide the teacher and student with evidence of growth of stamina, volume, genre choices, reading life at home and school. Goal setting can be done around the reading log.
Interactive/Shared Writing	This is a strategy in which to teach structure and mechanics in writing. The class can use a shared experience to write about while practicing mechanics, spelling, grammar and writing structures (ie. parts of a letter) This is typically done on chart paper and the "pen" is shared by teacher and student. All interactive writing charts should display accurate conventions to act a model for reading and writing. (everything should be spelled correctly and grammatically correct)
Interactive Read Aloud	Interactive read aloud is the heart of the balanced literacy classroom. Children should be read to everyday, while given time for accountable talk 3 times per week. Read aloud text should be at or slightly above the average reading level in your classroom. The read aloud should support the work done in Reader's Workshop. (ie. Unit of Study) The read aloud consist of a book introduction, vocabulary, think alouds, turn and talks and finally grand conversation.
Turn and Talk (Think, Pair, Share)	Turn and Talk is an opportunity for all students to have a voice. Students should be paired with a partner that they will discuss a topic, question or idea during mini-lesson or interactive read aloud. During a turn and talk the teacher is listening in on children's conversations while coaching thinking. This is also a time when the teacher can take notes about student thinking and talking about books, writing, reading skills, etc...

Think Aloud	Think alouds are modeled by the teacher during interactive read aloud. The think aloud is a time when the teacher pauses and models thinking aloud that he/she wants readers to do in a few minutes during turn and talk.
Guided Reading	While students are independently reading during the workshop time, A-J readers may be pulled together for a guided reading group on their instructional level. Guided reading consists of setting up the book through vocabulary instruction, looking at the cover, and making predictions. Students are coached on thinking within (MSV), thinking beyond (comprehension), and thinking about the text (critiquing and/or analyzing). Students read independently of each other while the teacher listens in and coaches on MSV. The teacher may also take a running record during this time.
Strategy Groups	While students are independently reading and/or writing during the workshop time, readers/writers may be pulled together for a strategy group. This group could consist of various leveled readers/writiers working on the same strategy or skill.
Conferring	While students are independently reading or writing the teacher will confer with students on previously taught skills or strategies that students are expected to do in their independent reading/writing. The components of a conference are research, decide, teach, and link. During the RESEARCH the teacher will question the reader/writer about what they are doing as a reader/writer. The teacher will take anecdotal notes on the child's strengths and weaknesses. From the notes taken, the teacher will DECIDE on a skill or strategy to teach. The teacher will model (TEACH) the skill or strategy. The student will practice the skill or strategy. At the end of the conference the teacher will LINK the new learning to future work.
Running Records	Running records are an assessment tool that the teacher uses to gain instructional information around the cuing systems of reading (meaning, structure, visual). Informal running records are done frequently to determine the next steps of instruction.
Word Work	Word work is a component of balanced literacy that includes phonemic awareness, phonics instruction, spelling instruction, word wall and high frequency words.
Word Wall	A word wall is a scaffolding tool for readers and writers as they are gaining independence. Examples of word walls are high frequency words and content word walls.

Book Clubs	During the independent reading time of reader's workshop, students may participate in book clubs. Approximately three times per week book clubs will meet and discuss their books. These are readers using multiple copies of the same book in sync with each other. Book club participants will engage in conversations much like the conversations you have had in interactive read aloud.
Partner Reading	During K-2 reader's workshop, as students are gaining stamina they may participate in partner reading. This is when two students on the same reading level are sharing the same text. Reading is done aloud either chorally or I read, you read. During this time teachers should be listening in, conferring with partnerships, and taking anecdotal records.
Stop and Jot (Post-it)	Students should be writing about reading. Stop and jot provides students with an opportunity to anchor their thinking and talk back to their books. Students could post-it about character's feelings, how characters change over time, boxes and bullets, story gist, envisionment, predictions, etc.. This can be done in their independent books or and/or during interactive read aloud time.
Reader's Notebook	A reader's notebook can be used by students during the workshop time or interactive read aloud time to record thinking and talking back to texts. This could include stop and jot, writing long and strong, question/answer, graphic organizers, etc..
Writer's Notebook (Grades 3-6)	All student grades 3-6 will have a writer's notebook. A writer's notebook is used during the writer's workshop time for generating ideas, drafting, revising and editing pieces of writing. The writer's notebook is for student use as they practice craft, structure, meaning/significance, conventions, and ideas.
Book Boxes	All students should have a place to keep "just right books" that they are to be reading at home and school. This can be baggies, boxes, magazine cartons, etc... Students reading levels A-E should have at least 10-12 books in their baggies, F-L: 8-10. Once student are in chapter books they should have a variety of chapter books as well as picture books consisting of fiction and non-fiction at their fingertips.
Anchor Chart	A visual aid created with students that teaches and supports a skill or strategy for readers and writers.
Reading Stamina & Volume	Reading stamina is how LONG a student is engaged in independent reading. Reading volume is how MUCH a student is independently reading during a given amount of time. Stamina and volume vary based on reading level.
Writing Stamina & Volume	Writing stamina is how LONG a student is engaged in independent writing. Writing volume is how MUCH a student is independently writing during a given amount of time. Stamina and volume vary based on writing level.

Helpful Links for Communication Arts

Common Core State Standards (CCSS):

- English/Language Arts - http://www.corestandards.org/ELA-Literacy

Missouri Department of Elementary and Secondary Education (DESE):

- Missouri Core Academic Standards for Communication Arts: http://dese.mo.gov/webinar/Webinar-fall2012-english-CCR.htm
- Grade Level Expectations (GLE) / Crosswalk
    - Kindergarten - http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-K-11.pdf
    - 1st Grade - http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-1-11.pdf
    - 2nd Grade - http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-2-11.pdf
    - 3rd Grade - http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-3-11.pdf
    - 4th Grade - http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-4-11.pdf
    - 5th Grade - http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-5-11.pdf
    - 6th Grade - http://dese.mo.gov/divimprove/curriculum/documents/cur-ela-comcore-crosswalk-6-11.pdf

Teachers College (TC): http://readingandwritingproject.com/

- Reading Assessments - http://readingandwritingproject.com/resources/assessments/reading-assessment
- Writing Assessments (narrative writing continuum) - http://readingandwritingproject.com/resources/assessments/writing-assessments.html
- Additional Assessment Tools - http://readingandwritingproject.com/resources/assessments/additional-assessment-tools.html
- Classroom Charts
    - Kindergarten - http://readingandwritingproject.com/resources/classroom-charts/kindergarten
    - 1st Grade - http://readingandwritingproject.com/resources/classroom-charts/first-grade.html
    - 2nd Grade - http://readingandwritingproject.com/resources/classroom-charts/second-grade.html
    - 3rd/6th Grade - http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html

	Reading Workshop
Teacher	• Engages students with effective whole group mini lessons that follow a similar structure (connection, teaching point, active involvement, link) • Confers with readers to move them along learning pathways • Meets with small groups of students with similar reading needs in guided reading and/or strategy groups • Includes mid-workshop teaching point and a teaching share to highlight exemplary work, to problem solve, give an additional point, or highlight a conference • Uses formal and informal reading assessments to drive whole group and individual instruction • Develops individual student goals and has a plan to assist students in meeting them • Has a system to organize and use conferring notes, assessments, and reading goals
Students	• Independently reading self-selected, best fit books • Read for a variety of genres • Regularly share reading reflection, experience, and new learning with a peer or whole class through partner reading (K-2) and/or book clubs (2-6) • Process reading through turn and talks, stop and jots, reading notebook, writing from a post-it, higher level thinking writing prompts tied to deepening meaning (a variety of these strategies could be used K-6) • Focus on meaning while reading (making connections, questioning, visualizing, inferring, synthesizing, monitoring, and determining importance) • Meets with teacher regularly based on student data in a guided reading group, strategy group, or individual conference
Structures & Systems	• Most of the reader's workshop time is spent with students independently reading just right books • Small group and or conferring with students occurs daily • A variety of organizational tools such as book boxes, take-home baggies, reader's notebooks, and reading logs (K-6) are used • Anchor charts are visible • Proper pacing of the Units of Study • End of unit celebrations occur

	Writing Workshop
Teacher	• Engages students with effective whole group mini-lessons that follow a similar structure (connection, teaching point, active involvement, and link) • Confers with writers to move them along learning pathways • Meets with small groups of students with similar writing needs • Includes mid-workshop teaching point and a teaching share to highlight exemplary work, problem solve, give an additional teaching point or highlight a conference • Uses mentor text to model effective writing strategies
Students	• Independently generate writing of self-selected topics • Write for a variety of genres • Regularly share writing/reflection/experience/new learning with a peer or whole class
Structures & Systems	• Organizational tools such as writer's notebooks (3-6) or writing folders (K-2) are used; folders may include tools such as alphabet charts and personal dictionaries • Use of word walls, anchor charts, and shared writing are visible • Proper pacing of the Units of Study • End of unit celebrations occur • Most of the writer's workshop time is spent with students independently writing on self-selected topics • Small group and/or conferring with students occurs daily

	Shared Reading
Teacher	• Introduce new and reread a variety of text (poems, charts, posters, big books, songs, word wall) • Pick one or two focus skills a week • Provide moments for your students to have discussions • Model various reading strategies • Use "Guess the Covered Word" techniques and other strategies to orchestrate MSV • Use as a foundation of Reader's Workshop • Plan out presentation of teaching points
Students	Students are highly engaged in: • Practicing the skills • Using reading strategies • Actively listening • Reading along with the text • Sharing strategies to help each other
Structures & Systems	• Daily shared reading outside the Reader's Workshop (K-1) • Minimum of 2 times a week of shared reading for 2nd grade • Current grade level text • 1-2 teaching points a week • Variety of texts • Focus on reading strategies

	Interactive Read Aloud with Accountable Talk
Teacher	• Present a variety of genres • Pick one or two focus skills a week • Provide moments for your students to have whole class conversations • Use as a foundation of Reader's Workshop • Plan out presentation of teaching points • Model thinking like a reader • Model higher level thought process to aid in comprehension
Students	• Practicing the skills • Actively listening • Engaged • Turn and Talk/ Stop and Draw/Stop and Jot • Students question each other to deepen understanding
Structures & Systems	• Daily read alouds outside the Reader's Workshop time • Preplanning interactions • 1-2 teaching points a week • Rich literature that engages readers • Focus on comprehension • Variety of texts • Turn and Talk / Think Aloud/Whole class conversation

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

TURN OVER

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

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The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

TURN OVER

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

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Communication Arts Grade Level Expectations

The Communication Arts *Grade Level Expectations* document is an **updated** version of the March, 2004 K-12 Communication Arts Grade Level Expectations. Missouri educators from across the state, representing education from the primary grades through the college level, met numerous times to carefully examine the current Grade Level Expectations and make suggestions to update that document. This is the result of their discussion and study.

Please note:

- In several instances, the difference is a change in location, rather than a change in the GLE itself.
- All Communication Arts content may be assessed at the grade level where it appears.
- Teachers are responsible for content up to—and including—that which appears at the grade level they teach. This document represents a continuum of instruction, so teachers must be familiar with GLEs leading up to their grade level so that they may scaffold instruction for students missing requisite skills.
- The GLE Update and Review Committees addressed only Reading and Writing.

An asterisk (*) is used to indicate GLEs that are locally assessed.

PLEASE NOTE: The Information Literacy strand will be revised during the 2008-2009 school year. The existing version is included at the end of this document and includes grades K-12. While the Information Literacy GLEs are under revision, teachers are responsible for the content in the existing version.

Sources: *7 Keys to Comprehension: How to Help Your Kids Read It and Get It!* (Zimmerman, Susan and Chryse Hutchins, Heinemann Publishers); *Apprenticeship in Literacy: Transitions Across Reading and Writingi* (Dorn, Linda, Stenhouse Publishers); *Glossary of Terms* (NAEP Reading Framework); *Information Literacy Strands for Student Learning: Standards and Indicators* (American Association of School Librarians and the Association for Educational Communications and Technology, 1998); *Literary Devices* (Jay Braiman, 2003,2006); *Mosaic of Thought* (Zimmerman, Susan and Ellin Keene, Heinemann Publishers); *NETS for Students* (International Society for Technology in Education, National Educational Technology Standards for Students); *Scaffolding Young Writers: A Writer's Workshop Approach* (Dorn, Linda, Stenhouse Publishers); *Shaping Literate Minds: Developing Self-Regulated Learners* (Dorn, Linda, Stenhouse Publishers); *Strategies that Work: Teaching Comprehension to Enhance Understanding* (Harvey, Stephanie and Anne Goudvis, Stenhouse Publishers); *Units of Study for Primary Writing* (Calkins, Lucy, Heinemann Publishers); *Units of Study for Teaching Writing Grades 3-5* (Calkins, Lucy, Heinemann Publishers).

Missouri Department of Elementary and Secondary Education
October, 2008

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
A Print Concepts	* Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom b. understanding that the story is in the print c. word by word matching d. distinction between letter and word	* Demonstrate concepts of print: a. upper- and lower-case letters b. first and last letters in words c. directionality in letter and word order d. punctuation has meaning							
DOK	1	1							
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6							
B Phonemic Awareness	* Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words b. isolate consonant sounds c. hear and say onset and rime d. hear and say spoken phonemes	* Demonstrate ability to use phonemes to construct words: a. produce rhyming words b. separate and say sounds in words c. blend sounds to form words d. replace beginning and ending sounds to form new words							
DOK	1	2							
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6							

Reading

1 Develop and apply skills and strategies to the reading process

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C Phonics	* Develop alphabet and phonics knowledge: a. identify letters b. say sounds associated with letters c. write letter that goes with consonant sound	* Develop and apply decoding strategies to "problem-solve" unknown words when reading grade level instructional text	* Develop and apply decoding strategies to "problem-solve" unknown words when reading grade level instructional text	* Apply decoding strategies to independently "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed	* Apply decoding strategies to "problem-solve" unknown words when reading when needed
DOK	1	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6	CA 2, 3, 1.6
D Fluency	* Read simple text a. containing a small bank of high-frequency words b. consisting of environmental print	* Read grade-level instructional text a. by developing automaticity of an increasing core of high-frequency words b. with appropriate phrasing and expression	* Read grade-level instructional text with fluency, accuracy and expression	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	* Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text
DOK	1	1	1	1	1	1	1	1	1
ST	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5	CA 2, 3, 1.5

Reading

1 Develop and apply skills and strategies to the reading process									
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
E Vocabulary	* Develop vocabulary by listening to and discussing unknown words in stories	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. word chunks c. context clues	* Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. root words b. classroom resources c. context clues	Develop vocabulary through text, using a. root words b. synonyms and antonyms c. context clues d. glossary e. dictionary, with assistance	Develop vocabulary through text, using a. root words and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus	Develop vocabulary through text, using a. roots and affixes b. context clues c. glossary, dictionary and thesaurus
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
F Pre-Reading	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview text and picture c. make general prediction	* Develop and apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. state a purpose for reading, with assistance	* Develop and apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading	* Apply pre-reading strategies to aid comprehension: a. access prior knowledge b. preview c. predict with evidence d. set a purpose and rate for reading
DOK	2	2	2	2	2	2	2	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

Reading

1 Develop and apply skills and strategies to the reading process

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
G	* During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to a. self-question and correct b. infer c. predict and check using cueing systems: meaning, structure, and visual information	* During reading and read-alouds, develop and utilize, with assistance, strategies to a. self-question and correct b. infer c. predict and check using cueing systems: meaning, structure, and visual information	* During reading, develop and utilize strategies to a. self-question and correct b. determine meaning of unknown words c. self-monitor comprehension d. question the text e. infer f. visualize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize	* During reading, utilize strategies to a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize
During Reading									
DOK	2	2	2	2	2	2	2	2	2
ST	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**

Reading

1 Develop and apply skills and strategies to the reading process

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
H	* Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify c. retell d. illustrate e. re-enact stories	* Develop and apply post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify c. retell d. reflect e. draw conclusions f. analyze	* Apply post-reading skills to respond to text: a. answer basic comprehension questions b. identify the main idea and supporting details c. question to clarify d. retell e. reflect f. draw conclusions g. analyze	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize	Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize
Post-Reading									
DOK	2	3	3	3	3	3	3	3	3
ST	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**	**CA 2, 3, 1.5, 1.6, 3.5**

Reading

1 Develop and apply skills and strategies to the reading process

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
I Making Connections	* Identify connections, with assistance, between a. text to text (text ideas ---similarities and differences in fiction and non-fiction works) b. text to self (text ideas and own experiences)	* Identify connections between a. text to text (text ideas ---similarities and differences in various fiction and non-fiction works, with assistance) b. text to self (text ideas and own experiences)	* Identify relevant connections between a. text to text (text ideas ---- similarities and differences in information and relationships in various fiction and non-fiction works) b. text to self (text ideas and own experiences) c. text to world (text ideas and the world, with assistance)	Identify and explain relevant connections between a. text to text (text ideas ---- information and relationships in various fiction and non-fiction works-- compare and contrast) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world)	Identify and explain relevant connections between a. text to text (text ideas ---- information and relationships in various fiction and non-fiction works-- compare and contrast) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame)	Compare, contrast and analyze connections between a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame)	Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)	Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)	Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)
DOK	**2**	**2**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
ST	**CA2, 3, 7, 1.5, 1.6, 1.9**	**CA2, 3, 7, 1.5, 1.6, 1.9**	**CA2, 3, 7, 1.5, 1.6, 1.9**	**CA2, 3, 7, 1.5, 1.6, 1.9**	**CA2, 3, 7, 1.5, 1.6, 1.9**	**CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5**	**CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5**	**CA2, 3, 7, 1.5, 1.6, 1.9, 3.5**	**CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5**

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Text Features	* Use details from text, with assistance, to a. locate names of author and illustrator b. and apply information in title and pictures	* Use details from text to a. locate names of author and illustrator b. apply information in title and pictures	* Use details from text to locate and apply information in title, pictures and table of contents	Use grade level text to a. locate and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama	Use grade level text to a. interpret and analyze information in title b. recognize and interpret the text features of fiction, poetry and drama
DOK	1	1	1	1	1	1	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 2.4, 1.6	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5
B Literary Techniques	* Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	* Recognize rhythm, rhyme and alliteration in read-aloud experiences and independent reading	* Identify examples of rhythm, rhyme and alliteration	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details, sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoeia b. alliteration c. idiom d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced
DOK	1	1	1	2	2	2	2	2	2
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5	CA 2, 1.5, 1.6, 2.4, 3.5

Reading

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	* Use details from text to identify story elements in shared reading and read-alouds with assistance: a. main characters b. problem(s)/events c. setting	* Use details from text in independent reading and read-alouds to identify a. characters b. problem c. events in logical sequence d. solutions e. setting	* Use details from text to a. make basic inferences b. predict solution(s) c. identify events in logical sequence d. identify settings, characters, and problems	Use details from text to a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. identify the narrator f. identify events from the beginning, middle and end g. identify author's purpose h. identify settings, character traits, and problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify cause and effect e. identify author's purpose f. identify setting, character traits, problems and solutions, and story events	Use details from text to a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify and explain cause and effect e. explain author's purpose f. identify setting, character traits, problems and solutions, and story events	Use details from text to a. demonstrate comprehension skills previously introduced b. identify plot, including problem/conflict, climax, and resolution c. analyze the influence of setting on characters and plot d. explain cause and effect e. identify point of view f. identify author's viewpoint/perspective g. identify the problem-solving processes of characters h. explain the effectiveness of solutions *i. make inferences	Use details from text to a. demonstrate comprehension skills previously introduced b. identify plot and sub-plot, mood, flashback, theme and types of conflict c. analyze cause and effect d. identify and explain point of view e. identify and explain author's viewpoint/perspective f. evaluate the problem-solving processes of characters g. evaluate the effectiveness of solutions *h. make inferences	Use details from text to a. demonstrate comprehension skills previously introduced b. identify and explain flashback, mood and theme c. analyze point of view d. analyze author's viewpoint/perspective e. determine how an incident foreshadows a future event f. interpret behaviors, motives, and consequences of characters' actions g. evaluate problem-solving processes of characters h. evaluate effectiveness of solutions *i. make inferences
Literary Elements									
DOK	1	1	2	2	2	2	3	3	3
ST	**CA 2, 1.5, 1.6, 3.1, 3.5, 2.4**	**CA 2, 1.5, 1.6, 3.1, 3.5, 2.4**	**CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Text Features	* Develop an awareness that text and pictures provide information	* Identify and explain information in text, pictures, title and charts	* Locate and interpret information in illustrations, title, headings, captions, diagrams, charts and graphs	Locate and interpret key information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas	a. Identify and explain text features in biography and autobiography b. Analyze text features to clarify meaning, emphasizing newspapers and magazines	Explain and analyze text features to clarify meaning, emphasizing consumer texts	Explain, analyze and evaluate the author's use of text features to clarify meaning
DOK	1	1	2	2	2	2	2	2	3
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5	CA 3, 1.5, 1.6, 2.4, 3.5
B Literary Techniques	* Respond to examples of sensory details within the context of nonfiction text with assistance	* Recognize examples of sensory details in nonfiction text with assistance	* Explain examples of sensory details in nonfiction text	Identify and/or explain examples of sensory details , sound devices, and figurative language in text along with basic literary techniques	Identify and/or explain examples of sensory details , sound devices, and figurative language in text along with basic literary techniques	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. simile b. metaphor c. personification d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoeia b. alliteration c. idiom d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. hyperbole b. imagery c. propaganda d. analyze literary techniques previously introduced	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. jargon b. dialect c. slang d. symbolism e. analyze literary techniques previously introduced
DOK	1	1	2	2	2	2	2	2	2
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C	* In response to text and with assistance, a. ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details	* Use details from text to a. demonstrate comprehension skills previously introduced b. clarify meaning c. answer questions d. identify main ideas e. identify supporting details	* Use details from text to a. demonstrate comprehension skills previously introduced b. ask questions to clarify meaning c. answer questions d. identify main ideas and provide support e. retell sequence of events f. make basic inferences g. identify problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. answer questions c. explain main idea and supporting details d. sequence events e. identify simple cause and effect f. draw conclusions g. compare and contrast h. make inferences i. identify author's purpose for writing text j. identify problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. explain main idea and supporting details c. sequence events d. identify cause and effect e. draw conclusions f. compare and contrast g. make predictions h. make inferences i. distinguish between fact and opinion j. identify and explain author's purpose k. identify problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. explain main idea and supporting details c. sequence events d. identify and explain cause and effect e. compare and contrast f. make predictions g. make inferences h. evaluate the accuracy of the information i. identify and interpret author's ideas and purpose j. identify problems and solutions	Use details from text to a. demonstrate comprehension skills previously introduced b. paraphrase author's stated ideas c. make predictions d. make inferences e. evaluate the accuracy of the information f. sequence events g. compare and contrast h. identify point of view i. determine and/or compare authors' viewpoints j. identify and explain cause and effect k. identify problem solving processes and explain the effectiveness of solutions l. analyze two or more texts	Use details from text to a. demonstrate comprehension skills previously introduced b. summarize author's ideas c. make predictions d. make inferences e. evaluate the accuracy of the information f. sequence events g. compare and contrast h. identify and explain point of view i. determine and/or compare authors' viewpoints j. identify and explain cause and effect k. identify problem solving processes and explain the effectiveness of solutions l. analyze two or more texts	Use details from text to a. demonstrate comprehension skills previously introduced b. evaluate adequacy of evidence presented by author c. determine author's purpose based on text analysis d. compare and contrast e. determine importance of information f. analyze point of view g. determine author's viewpoints h. identify problem solving processes and explain effectiveness of solutions i. determine importance of information j. analyze word choice and connotation k. analyze organizational effectiveness l. analyze accuracy of information
Text Structures									
DOK	1	2	2	2	2	3	3	3	3
ST	**CA 3, 1.5, 1.6, 3.5**	**CA 3, 1.5, 1.6, 3.5**	**CA3 1.5, 1.6, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 3, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**	**CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8**

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times									
	Grade K	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**
D Understanding Directions	* Follow simple pictorial/written direction, with assistance	* Read and follow a simple direction to perform a task	* Read and follow simple directions to perform a task	* Read and follow two- and three-step directions to complete a simple task	* Read and follow three- and four-step directions to complete a task	* Read and follow multi-step directions to complete a task	* Read and follow multi-step directions to complete a complex task	* Read and follow multi-step directions to a complete a complex task	* Read and follow multi-step directions to complete a complex task
DOK	**1**	**1**	**1**	**2**	**2**	**2**	**2**	**2**	**2**
ST	**CA 3, 1.5, 1.6**	**CA 3, 1.5, 1.6**	**CA 3, 1.5, 1.6**	**CA 3, 1.5, 1.6**	**CA 3, 1.5, 1.6**	**CA 3, 1.5, 1.6**	**CA 3, 1.5, 1.6**	**CA 3, 1.5, 1.6**	**CA 3, 1.5, 1.6**

Writing

1 Apply a writing process in composing text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A	* Follow a writing process with assistance to a. generate a writing plan through pictures, oral language, or written letters and/or words b. compose text through letters, words, and pictures c. reread writing with assistance	* Follow a writing process to a. brainstorm and record ideas in written form b. generate a draft in written form on student-selected topic c. reread writing d. revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details) e. edit for conventions (refer to W2E) with assistance f. publish writing with assistance	* Follow a writing process to a. use a simple strategy in prewriting when appropriate b. compose a draft in written form on student-selected topic c. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) with assistance e. share writing	Follow a writing process to a. independentl y use a simple pre-writing strategy b. generate a draft c. reread and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to a. independentl y use a simple prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to a. use a prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to a. use appropriate pre-writing strategies b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to a. use appropriate prewriting strategies as needed b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing	Follow a writing process to: a. use appropriate prewriting strategies as needed b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing
DOK	3	3	3	3	3	3	3	3	3
ST	**CA 1, CA 4, 1.8, 2.1, 2.2**	**CA 1, CA 4, 1.8, 2.1, 2.2**	**CA 1, CA 4, 1.8, 2.1, 2.2**	**CA 1, CA 4, 1.8, 2.1, 2.2**	**CA 1, CA 4, 1.8, 2.1, 2.2**	**CA 1, CA 4, 1.8, 2.1, 2.2**	**CA 1, CA 4, 1.8, 2.1, 2.2**	**CA 1, CA 4, 1.8, 2.1, 2.2**	**CA 1, CA 4, 1.8, 2.1, 2.2**

Writing Process

Writing

2 Compose well-developed text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Audience and purpose	* Recognize differer audiences for writin	* Recognize audience and purpose with assistance	* Compose text showing awareness of audience	Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose	Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose	Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose	Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	Compose text a. showing awareness of audience b. choosing a form and point of view appropriate to purpose and audience
DOK	1	1	2	3	3	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1
B Ideas and Content	* Compose text using pictures and words with ideas that relate to a topic, with assistance	* Compose text using pictures and words with ideas that relate to a topic, with assistance	* Compose text with a. a clear controlling idea b. relevant details/examples, with assistance	Compose text with a. a clear controlling idea b. relevant details /examples	Compose text with a. a clear controlling idea b. relevant details /examples	Compose text with a. strong, controlling idea b. relevant, specific details	Compose text with a. strong controlling idea b. relevant, specific details	Compose text with a. strong, controlling idea b. relevant, specific details	Compose text with a. strong controlling idea b. relevant, specific details c. complex ideas d. freshness of thought
DOK	2	2	3	3	3	3	3	3	3
ST	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1	CA 4, 2.1

Writing

2 Compose well-developed text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
C Organization and Sentence Structure	* Compose text with assistance	* Compose text a. with a simple opening and simple closing b. with complete sentences or thoughts	* Compose text with a. evidence of beginning, middle and end b. complete sentences or thoughts (declarative and interrogative)	Compose text with a. a beginning, middle and end b. sentence variety (including imperative and exclamatory)	Compose text with a. a beginning, middle, and end b. a logical sequence of events c. sentence variety	Compose text with a. a clear beginning, middle, and end b. a logical sequence of events c. evidence of paragraphing d. sentence variety	Compose text with a. a clear, beginning, middle, and end b. a logical sequence of events c. appropriate paragraphing d. a variety of sentence structures, including simple and compound	Compose text with a. an effective beginning, middle, and end b. a logical order c. appropriate paragraphing d. a variety of sentence structures, including complex sentences e. cohesive devices, especially transitions	Compose text with a. an effective beginning, middle, and end b. a logical order c. effective paragraphing d. a variety of sentence structures, including compound-complex sentences e. cohesive devices, including transitions, repetition, pronoun antecedent, and parallel structure
DOK	1	2	2	2	2	2	3	3	3
ST	CA 4, 2.1	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**
D Word Choice	* Compose text using words that are related to the topic	* Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate	* Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using words that are related to the topic, and some words that are specific and accurate	Compose text using a. words that are specific, accurate, and suited to the topic b. sensory detail	Compose text using a. words that are specific, accurate, and suited to the topic b. writing techniques, such as sensory detail and purposeful dialogue	Compose text using a. precise and vivid language b. writing techniques, such as figurative language, sensory detail, and purposeful dialogue	Compose text using a. precise and vivid language b. writing techniques, such as figurative language, sensory detail and purposeful dialogue	Compose text using a. precise and vivid language b. writing techniques such as figurative language, sensory detail and purposeful dialogue
DOK	2	2	2	2	2	2	3	3	3
ST	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**	**CA 4, 2.1**

Writing

2 Compose well-developed text

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
E	* In written text	* In written text	* In written text	In written text	In written text	In written text	In written text	In written text	In written text
Conventions	a. form letters using correct pathway of movement (letter formation) b. capitalize first letters of own first and last name c. use ending punctuation in written text, with assistance d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies e. write legibly	a. print all letters legibly, using correct pathway of movement, and appropriate spacing between letters and words b. capitalize names of people and beginning words of sentences c. use a period at end of sentence and a comma in the greeting and closing of a letter with assistance d. use naming words (nouns) and action words (verbs) correctly e. spell words with simple patterns and high frequency words correctly f. use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies g. write legibly	a. space correctly between letters and words b. capitalize days of week, names of towns, cities, states c. use correct ending punctuation in declarative and interrogative sentences, comma in dates, and comma in the greeting and closing of a letter d. correctly use describing words (adjectives) and substitute pronouns for nouns e. spell words with simple patterns and high-frequency words correctly f. use transitional spelling, classroom resources, especially dictionary, and spelling strategies g. write legibly	a. space correctly between words in a sentence and in margins b. capitalize months of year, titles of individuals, greeting and closing of letter c. use correct ending punctuation in imperative and exclamatory sentences d. correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives e. correctly spell simple compounds, homophones, contractions and words with affixes f. use standard spelling and classroom resources, including dictionary, to edit for correct spelling *g. write legibly	a. capitalize holidays, names of counties and countries b. use commas in a series, and between city and state c. use apostrophe in contractions and singular possessives, with assistance d. correctly use verbs that agree with compound subject, and conjunctions e. use standard spelling and classroom resources,including dictionary, to edit for correct spelling *f. write legibly	a. capitalize titles and proper nouns b. use comma in compound sentences c. use apostrophe in singular possessives, and proper punctuation in titles with assistance d. use correct verb tense and subject/verb agreement e. use correct spelling of simple compounds, homophones, contractions and words with affixes f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling *g. write legibly	a. capitalize proper adjectives, appropriate words in dialogue with assistance b. use comma in compound sentences c. use apostrophe in irregular and plural possessives, quotation marks in dialogue, with assistance d. punctuate prepositional phrases and appositives correctly e. use standard spelling, classroom resources, including dictionary, to edit for correct spelling *f. write legibly	a. capitalize within dialogue b. use commas and quotation marks in dialogue, and semi-colon in compound sentences c. use correct agreement of pronoun and antecedent, and consistent verb tense d. use standard spelling, classroom resources,including dictionary, to edit for correct spelling *e. write legibly	a. use conventions of capitalization, b. use colon to introduce lists c. use correct pronoun case d. use dictionary, spell-check and other resources to edit for correct spelling *e. write legibly
DOK	1	1	1	1	1	1	1	1	1
ST	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2	CA 1, 2.2

Writing

3 Write effectively in various forms and types of writing

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A Forms/Types/Modes of Writing	*a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features *b. Recognize different kinds of writing (e.g., thank-you notes, friendly letters, lists, poems, invitations)	*a. Use narrative, descriptive, expository, and/or persuasive features *b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)	Compose *a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features *b. thank-you notes, friendly letters, lists, invitations	Compose a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. text emphasizing the format of diary/journal entries and friendly letters	Compose a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. text using an appropriate format	Compose a variety of texts, a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. selecting and using an appropriate format c. including a summary (narrative or informational)	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. including a summary (narrative or informational)	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. including a summary c. responding to literature	Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. in various formats, including workplace communication (e.g., business letter with a correctly addressed envelope, email communications) c. including summary d. including literature response
DOK	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
ST	**CA 4, 1.8, 2.1**	**CA 4, 1.8, 2.1**	**CA 4, 1.8, 2.1**	**CA 4, 1.8, 2.1**	**CA 4, 1.8, 2.1**	**CA 4, 1.8, 2.1**	**CA 4, 1.8, 2.1**	**CA 4, 1.8, 2.1**	**CA 4, 1.8, 2.1, 2.6, 4.8**

Listening and Speaking

1 Develop and apply effective listening skills and strategies

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A Purpose for Listening	Listen • for enjoyment • for information • for simple directions, with teacher assistance	Listen • for enjoyment • for information • for simple directions to follow	Listen • for enjoyment • for information • to solve problems • for directions to complete a simple task	Listen • for enjoyment • for information • to distinguish fact from opinion • for directions to complete a two- or three-step task	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify and interpret tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • to identify tone, mood and emotion of verbal and nonverbal communication	Listen • for enjoyment • for information • for directions • critically to recognize and interpret propaganda techniques	Listen • for enjoyment • for information • for directions • and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) to recognize how colloquialisms and jargon reflect context, regions and cultures
ST	**CA 5, 6 1.5, 1.6, 1.10**	**CA 5, 6 1.5, 1.6, 1.10**	**CA 5, 6 1.5, 1.6, 1.10**	**CA 5, 6 1.5, 1.6, 1.10**	**CA 5, 6 1.5, 1.6, 1.10**	**CA 5, 6 1.5, 1.6, 1.10**	**CA 5, 6 1.5, 1.6, 1.10**	**CA 5, 6 1.5, 1.6, 1.10**	**CA 5, 6 1.5, 1.6, 1.10**
FR	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4	II 5b, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8	II 2a, 5d, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8
B Listening Behavior	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)	Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)
ST	**CA 5, 6 1.5**	**CA 5, 6 1.5**	**CA 5, 6 1.5**	**CA 5, 6 1.5**	**CA 5, 6 1.5**	**CA 5, 6 1.5**	**CA 5, 6 1.5**	**CA 5, 6 1.5**	**CA 5, 6 1.5**
FR	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8	II 5b, III 1c, IV 1e, 5-8

Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A Discussion and Presentation	When sharing ideas or experiences • speak audibly • use age-appropriate vocabulary	Speak clearly when sharing ideas and asking questions in small and large groups	Speak at an appropriate volume and maintain a clear focus when sharing ideas	Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas	In discussions and presentations, • present ideas in a logical sequence • identify and apply appropriate speaking techniques such as volume control, pace and eye contact	In discussions and presentations, • give organized presentations that demonstrate a clear viewpoint • select and use appropriate public speaking techniques such as rate, pace and enunciation	In discussions and presentations, • speak clearly and stay on topic • use appropriate volume, tone of voice, rate of speech, fluency/ inflections and eye contact	In discussions and presentations, use • designated time constraints • media • organized notes	In discussions and presentations, • use appropriate body language • incorporate media or technology respond to questions
ST	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3, 4.6**	**CA 1, 6 2.1, 2.3, 4.6**	**CA 1, 6 2.1, 2.3, 4.6**	**CA 1, 6 2.1, 2.3, 4.6**	**CA 1, 6 2.1, 2.3, 4.6**
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8
B Giving Directions	Give simple oral directions with teacher assistance	Give simple oral directions	Give clear oral directions to complete a simple task	Give clear two- and three-step oral directions to complete a simple task	Give clear and concise three- and four-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task	Give clear and concise multi-step oral directions to complete a complex task
ST	*CA 1, 6 2.1, 2.3*	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**	**CA 1, 6 2.1, 2.3**
FR	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	I 6e, K-4	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8	II 6d, IV 1d, 5-8

Information Literacy – UNDER REVISION

1 Develop and apply effective research process skills to gather, analyze and evaluate information

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADES 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A Research Plan	Develop awareness of resources on topics of interest	Find resources on topics of interest, with assistance	Formulate keywords and questions, with assistance, to locate resources on topics of interest	Formulate keywords and questions to investigate topics	Formulate and research keywords and questions to establish a focus and purpose for inquiry	Develop research questions in order to establish a focus and purpose for a project	Develop questions and statements of purpose to guide research	Develop a research plan, with assistance, to guide investigation and research of focus questions	Develop a research plan to guide investigation and research of focus questions
ST	**CA 2, 3 1.1, 1.2**	**CA 2, 3 1.1, 1.4**	**CA 2, 3 1.1, 1.4**	**CA 2, 3 1.1, 1.4**	**CA 2, 3 1.1, 1.4**	**CA 2, 3 1.1, 1.4**	**CA 2, 3 1.1, 1.4**	**CA 2, 3 1.1, 1.4, 4.5**	**CA 2, 3 1.1, 1.4, 4.5**
FR	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8	I 2a, III 1b, I, IV 2e, 5-8
B Acquire Information			Locate information on keywords and questions in provided resources, with assistance	Locate information on keywords in provided resources	Locate and use various resources to find information on keywords and questions	Locate and use various resources to acquire information to answer questions	Locate and use multiple resources to • acquire information • answer questions • support purpose	Locate and use multiple resources to • acquire relevant information • evaluate reliability of information • fulfill research plan	Locate and use primary and secondary sources to • investigate research topics • acquire relevant information evaluate reliability of information
ST			**CA 2, 3 1.2, 1.4**	**CA 2, 3 1.2, 1.4, 1.6**	**CA 2, 3 1.2, 1.4, 1.6**	**CA 2, 3 1.2, 1.4, 1.7**	**CA 2, 3 1.2, 1.4, 1.7**	**CA 2, 3 1.2, 1.4, 1.7**	**CA 2, 3 1.2, 1.4, 1.7**
FR			I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c & e-f, 3f, III 1e, K-4	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8	I 2b-c, e, 3f, III 1d, IV 1g, 5-8
C Record Information				Use resources to a. identify relevant information b. record main ideas and important details in own words c. record information using organizational strategies	Use resources to a. identify relevant information b. record main ideas and important details in own words c. record information using organizational strategies	Use a specified note-taking format and organizational strategies to record relevant information	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a variety of note-taking and organizational strategies	Record relevant information using a self-selected note-taking or organizational strategy
ST				**CA 2, 3, 4, 1.2, 1.8, 2.1**	**CA 2, 3, 4, 1.2, 1.8, 2.1**	**CA 2, 3, 4, 1.2, 1.8, 2.1**	**CA 2, 3, 4, 1.2, 1.8, 2.1**	**CA 2, 3, 4, 1.2, 1.8, 2.1**	**CA 2, 3, 4, 1.2, 1.8, 2.1**
FR					I 3f, IV 1e, K-4	I 3d, 5-8	I 3d, 5-8	I 3d, 5-8	I 3d, 5-8

Information Literacy – UNDER REVISION

D Sources Consulted	Develop awareness, through discussion, that credit is to be given for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information, with assistance	Give credit, through discussion, for others' ideas, images and information	Informally give credit for others' ideas, images and information found in various resources	Informally give credit for others' ideas, images and information found in various resources	Give credit for others' ideas, images and information by listing sources used in research	Define "plagiarism" and document research sources	Document research sources using a given citation format	Document research sources using a given citation format
ST	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**	**CA 4 1.4, 1.7, 1.8, 2.3, 4.4**
FR	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	IV 3d, K-4	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8	I 3d, IV 3d, 5-8

Information Literacy – UNDER REVISION

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
A Media Messages	Identify, with assistance, topics of messages conveyed through oral and visual media	Identify, with assistance, simple messages conveyed through oral and visual media	Identify, with assistance, intended messages conveyed through oral and visual media	Identify intended messages conveyed through oral and visual media	Identify and explain intended messages conveyed through oral and visual media	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
ST	**CA 5 1.5, 1.7, 2.7**	**CA 5 1.5, 1.7, 2.7**	**CA 5 1.5, 1.7, 2.7**	**CA 5 1.5, 1.7, 2.7**	**CA 5 1.5, 1.7, 2.7**	**CA 5 1.5, 1.7, 2.7**	**CA 5 1.5, 1.7, 2.7**	**CA 5 1.5, 1.7, 2.7**	**CA 5 1.5, 1.7, 2.7**
FR	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 6h, II 5 f & I, III 1j, 3a, K-4	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8	I 5a, II 1a, III 3c, 5-8

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Literature – Grade 6			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Key Ideas and Details			
1.	**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**R1H.6.a-c,f-i** Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions f. draw conclusions g. analyze h. paraphrase i. summarize	**R1H.6.a-c,f-i/R2C.6.a-i** Aligns to multiple GLEs
		R2C.6.a-i Use details from text to a. demonstrate comprehension skills previously introduced b. identify plot, including problem/conflict, climax, and resolution c. analyze the influence on setting on characters and plot d. explain cause and effect e. identify point of view f. identify author's viewpoint/perspective g. identify the problem-solving processes of characters h. explain the effectiveness of solutions i. make inferences	

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Literature – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Key Ideas and Details			
2.	**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.	**[R2C.7.b]** **[Use details from text to** b. **identify plot and subplot, mood, flashback, theme, and types of conflicts.]**	**[R2C.7.b]** **No alignment** **(The GLE first appears in grade 7)**
		R1H.6.b Apply post-reading skills to demonstrate comprehension of text: b. identify and explain the relationship between the main idea and supporting details	**R1H.6.b/R1H.6.i** Aligns to multiple GLEs
		R1H.6.i Apply post-reading skills to demonstrate comprehension of text: i. summarize	
3.	**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.	**R2C.6.b** Use details from text to: b. Identify plot, including problem/conflict, climax, and resolution	**R2C.6.b** Partial alignment (The CCR Anchor Standard requires description of the plot/resolution while the GLE requires identification.)
		R2C.6.c Use details from text to: c. Analyze the influence of setting on characters and plot	**R2C.6.c** Partial alignment (The CCR Anchor Standard specifies how characters respond or change as influenced by plot/resolution. The GLE denotes character change as influenced by setting only.)

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Literature – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Craft and Structure			
4.	**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.	**R1E.6.a-c** Develop vocabulary through text, using a. roots and affixes b. Context clues c. glossary, dictionary and thesaurus	**R1E.6.a-c** Direct alignment
		R2B.6.a-d Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoeia b. alliteration c. idiom d. analyze literary techniques previously introduced	**R2B.6.a-d** Partial alignment (The CCR Anchor Standard does not specify the types of figurative language or literary techniques that will be taught/measured. The GLE emphasizes identification and explanation of specific literary techniques.)
		[R3C.8.j] **[Use details from text to** **j. analyze word choice and connotation]**	**[R3C.8.j]** **No alignment** **(The GLE first appears in grade 8)**
		[R2C.EII.d] **[Use details from texts(s) to** **d. identify and analyze tone]**	**[R2C.EII.d]** **No alignment** **(The GLE first appears in English II)**

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Literature – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Craft and Structure			
5.	**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.	**R2A.6.b** Use grade level text to b. Recognize and interpret the text features of fictions, poetry and drama	**R2A.6.b** Partial alignment (The CCR Anchor Standard specifies the effects of sentence, chapter, scene and stanza for development of theme/setting/plot. The GLE specifies recognition and interpretation of text features in general.)
		R2C.6.b-c Use details from text to b. identify plot, including problem/conflict, climax, and resolution c. analyze the influence of setting on characters and plot	**R2C.6.b-c** Partial alignment (The CCR Anchor Standard requires analysis of the text structures and their effects on theme, setting, or plot. GLE uses details to target identification of plot, and analyze influence of setting and plot.)
		[R2C.8.b] **[Use details from text to** **b. identify and explain flashback, mood, and theme]**	**[R2C.8.b]** **No alignment** **(The GLE first appears in grade 8)**
		[R2C.EI.c] **Use details from text(s) to** **c. analyze the development of a theme across genres]**	**[R2C.EI.c]** **No alignment** **(The CLE first appears in English I)**
6.	**RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.	**[R2C.7.d]** **[Use details from text to:** **d. identify and explain point of view]**	**[R2C.7.d]** **No alignment** **(The GLE first appears in grade 7. The CCR also specifies explanation of *how an author develops point of view.* No GLE or CLE targets this specific skill.)**

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Literature – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Integration of Knowledge and Ideas			
7.	**RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**R1I.6.a** Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works)	**R1I.6.a** Partial alignment (The CCR Anchor Standard suggests different mediums for text comparisons. The GLE requires only comparisons that connect text to fiction works.)
		ICTL4A.6 Identify and explain, with assistance, media techniques used to convey the message.	**ICTL4A.6** Partial alignment (The CCR Anchor Standard requires contrasting what they "see" and "hear" when reading the text vs. what they perceive when listening or watching audio, video, or live versions of the text. The GLE requires identification and explanation, with assistance, of media techniques used to convey the message.)
8.	(not applicable to literature)		
9.	**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.	**R1I.6.a** Compare, contrast and analyze connections: a. Text to text (information and relationships in various fiction and non-fiction works)	**R1I.6.a** Direct alignment
		[R2C.EI.c] **[Use details from text to** **c. analyze the development of a theme across genres]**	**[R2C.EI.c]** **No alignment** **(The CLE first appears in English I)**

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Literature – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Range of Reading and Level of Text Complexity			
10.	**RL.6.10** 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.	**R1D.6.a-b** a. read grade-level instructional text b. with fluency, accuracy and expression **R1H.6.a** Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions	**R1D.6.a-b/R1H.6.a** Aligns to multiple GLEs

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Informational Text – Grade 6			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Key Ideas and Details			
1.	**RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**R1H.6.a-c,f-i** Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions f. draw conclusions g. analyze h. paraphrase i. summarize	**R1H.6.a-c,f-i/R3C.6.a-l** Aligns to multiple GLEs
		R3C.6.a-l Use details from text to a. demonstrate comprehension skills previously introduced b. paraphrase author's stated ideas c. make predictions d. make inferences e. evaluate the accuracy of the information f. sequence events g. compare and contrast h. identify point of view i. determine and/or compare authors' viewpoints j. identify and explain cause and effect k. identify problem solving processes and explain the effectiveness of solution l. analyze two or more texts	

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Informational Text – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Key Ideas and Details			
2.	**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.	**R1H.6.b** Apply post-reading skills to demonstrate comprehension of text: b. Identify and explain the relationship between the main idea and supporting details	**R1H.6.b/R1H.6.i** Aligns to multiple GLEs
		R1H.6.i Apply post-reading skills to demonstrate comprehension of text: i. summarize	
3.	**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).	No alignment	
Craft and Structure			
4.	**RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**R1E.6.a-c** Develop vocabulary through text, using a. roots and affixes b. Context clues c. glossary, dictionary and thesaurus	**R1E.6.a-c** Direct alignment
		R3B.6.a-d Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing a. onomatopoeia b. alliteration c. idiom d. analyze literary techniques previously introduced	**R3B.6.a-d** Partial alignment (The CCR Anchor Standard does not specify the types of figurative language used to determine meaning in non-fiction text.)
		[R3C.8.j] **[Use details from text to** **j. analyze word choice and connotation]**	**[R3C.8.j]** **No alignment** **(The GLE first appears in grade 8)**

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Informational Text – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Craft and Structure			
5.	**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.	**R3A.6.a-b** a. identify and explain text features in biography and autobiography b. analyze text features to clarify meaning , emphasizing newspapers and magazines	**R3A.6.a-b** Partial alignment (The CCR Anchor Standard specifies sentence, paragraph, chapter and section as they relate to overall structure and meaning. The GLE targets text features in general, emphasizing particular nonfiction texts [i.e., biography, autobiography, newspapers and magazines.])
6.	**RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**R3C.6.a,i** Use details from text to a. demonstrate comprehension skills previously introduced (R3.4.j /identify and explain author's purpose) i. determine and/or compare authors' viewpoints	**R3C.6.a,i** Partial alignment (The CCR Anchor Standard specifies determining one author's point of view with an explanation of how it's conveyed. The GLE includes determining and comparing multiple authors' viewpoints.)
Integration of Knowledge and Ideas			
7.	**RI.6.7** Integrate information presented in different media or format (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**ICTL4A.6** identify and explain, with assistance, media techniques used to convey the message	**ICTL4A.6** Partial alignment (The CCR Anchor Standard requires integrating media/format to develop understanding. The GLE denotes identification and explanation of media techniques, with assistance.)

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Reading Standards for Informational Text – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Integration of Knowledge and Ideas			
8.	**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.	**R3C.6.e** Use details from text to e. evaluate the accuracy of the information	**R3C.6.e** Partial alignment (The CCR Anchor Standard specifies tracing and evaluating evidence specific to argument, while the GLE relates to evaluating the accuracy of nonfiction information in general.)
		ICTL4C.6.a a. analyze the origin of a source to determine its credibility	**ICTL4C.6.a** Partial alignment (The CCR Anchor Standard requires distinguishing claims supported by reasons/evidence from those that are not supported in an argument. The GLE requires analyzing the origin of a source for credibility.)
9.	**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).	**R1I.6.a** Compare, contrast and analyze connections: a. text to text (information and relationships in various fiction and non-fiction works)	**R1I.6.a/R3C.6.g** Aligns to multiple GLEs
		R3C.6.g Use details from text to g. analyze two or more texts	
Range of Reading and Level of Text Complexity			
10.	**RI.6.10** 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.	**R1D.6.a-b** Read grade-level instructional text a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text	**R1D.6.a-b/R1H.6.a** Aligns to multiple GLEs
		R1H.6.a Apply post-reading skills to demonstrate comprehension of text: a. answer basic comprehension questions	

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Writing Standards – Grade 6			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Text Types and Purposes			
1.	**W.6.1.a-e** Write arguments to support claims with clear reasons and relevant evidence.	**W3A.6.a** Compose a variety of texts a. using a narrative, descriptive, expository, and/or persuasive features	**W3A.6.a** Direct alignment (The CCR Anchor Standards are more specific than the GLEs concerning the components of argument.)
	a. Introduce claims(s) and organize the reasons and evidence clearly.	**W2A.6.a-b** Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience **W2C.6.a-b** Compose text with a. a clear beginning, middle, and end b. a logical order	**W2A.6.a-b/W2C.6.a-b** Aligns to multiple GLEs
	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	**W2B.6.a-b** Compose text with: a. strong controlling idea b. Relevant, specific details **ICTL1A.6.d** Follow, monitor, and reflect on an inquiry process to: d. Locate relevant sources and select information appropriate to the problem or question	**W2B.6.a-b/ICTL1A.6.d** Aligns to multiple GLEs
	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**[W2C.7.e]** **[Compose text with** **e. cohesive devices, especially transitions]**	**[W2C.7.e]** **No alignment** **(The GLE first appears in grade 7)**
	d. Establish and maintain a formal style.	**W2A.6.a-b** Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	**W2A.6.a-b** Direct alignment

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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Text Types and Purposes			
1.	e. Provide a concluding statement or section that follows from the argument presented.	**W2C.6.a** Compose text with a. a clear beginning, middle, and end	**W2C.6.a** Direct alignment

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Text Types and Purposes			
2.	**W.6.2.a-f** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**W3A.6.a** Compose a variety of texts a. using narrative, descriptive, expository, and/or persuasive features	**W3A.6.a** Direct alignment (The CCR Anchor Standards are more specific than the GLEs concerning the components of informative/explanatory texts.)
	a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings,), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	**W2B.6.a** Compose text with a. strong controlling idea **W2A.6.a-b** Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience **W2C.6.a-b** Compose text with a. a clear beginning, middle, and end b. a logical order	**W2B.6.a/W2A.6.a-b/W2C.6.a-b** Aligns to multiple GLEs
	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**W2B.6.b** Compose text with b. relevant, specific details	**W2B.6.b** Direct alignment
	c. Use appropriate transitions to clarify the relationships among ideas and concepts.	**[W2C.7.e]** **[Compose text with** **e. cohesive devices, especially transitions]**	**[W2C.7.e]** **No alignment** **(The GLE first appears in grade 7)**
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**W2D.6.a-b** Compose text using a. precise and vivid language b. writing techniques, such as figurative language, sensory detail, and purposeful dialogue	**W2D.6.a-b** Direct alignment
	e. Establish and maintain a formal style.	**W2A.6.a-b** Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	**W2A.6.a-b** Direct alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Text Types and Purposes			
2.	f. Provide a concluding statement or section that follows from the information or explanation presented.	**W2C.6.a** Compose text with a. a clear, beginning, middle, and end	**W2C.6.a** Direct alignment

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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Text Types and Purposes			
3.	**W.6.3.a-e** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**W3A.6.a** Compose a variety of texts a. using narrative, descriptive, expository, and/or persuasive features	**W3A.6.a** Direct alignment (The CCR Anchor Standards are more specific than the GLEs concerning the components of narratives.)
	a. Engage and orient the reader by establishing a context and introducing a narrator and/or character, organize an event sequence that unfolds naturally and logically.	**W2A.6.a-b** Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	**W2A.6.a-b** Direct alignment
		W2C.6.a-b Compose text with a. a clear, beginning, middle, and end b. a logical sequence of events	**W2C.6.a-b** Partial alignment (The CCR Anchor Standard specifies introduction of a narrator/character.)
	b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	**W2D.6.a-b** Compose text using a. precise and vivid language b. writing techniques, such as figurative language, sensory detail, and purposeful dialogue	**W2D.6.a-b** Partial alignment (The CCR Anchor Standard includes narrative technique such as pacing to develop experiences, events, and/or characters. The GLE also targets composing text using figurative language, sensory detail, and dialogue.)
	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**[W2C.7.e]** **[Compose text with** **e. cohesive devices, especially transitions]**	**[W2C.7.e]** **No alignment** **(The GLE first appears in grade 7)**
	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**W2D.6.a-b** Compose text using a. precise and vivid language b. writing techniques, such as figurative language, sensory detail, and purposeful dialogue	**W2D.6.a-b** Direct alignment
	e. Provide a conclusion that follows from the narrated experiences or events.	**W2C.6.a** Compose text with a. a clear, beginning, middle, and end	**W2C.6.a** Direct alignment

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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Production and Distribution of Writing			
4.	**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**W2A.6.a-b** Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	**W2A.6.a-b** Direct alignment
5.	**W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)	**W1A.6.a-e** Follow a writing process to a. use appropriate pre-writing strategies b. generate a draft c. reread, revise for audience and purpose, ideas, and content, organization and sentence structure, and work choice d. edit for conventions e. share writing	**W1A.6.a-e** Partial alignment (The CCR Anchor Standard allows guidance and support.)
6.	**W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**ICTL1B.6** Contribute to the constructions and exchange of ideas through independent, cooperative, and/or collaborative work	**ICTL1B.6** Partial alignment (The CCR Anchor Standard is more specific requiring the use of technology/internet and requires keyboarding and a minimum of three pages in a single sitting.)
		ICTL5C.6.b-c b. Select the format appropriate for the intended audience and purpose c. Effectively share information	**ICTL5C.6.b-c** Direct alignment
		W1A.6.a-e Follow a writing process to a. use appropriate pre-writing strategies b. generate a draft c. reread, revise for audience and purpose, ideas, and content, organization and sentence structure, and work choice d. edit for conventions e. share writing	**W1A.6.a-e** Direct alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Research to Build and Present Knowledge			
7.	**W.6.7** Conduct short research project to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**ICTL2B.6.a-c** a. Develop questions based on prior knowledge. b. Generate key words to research topics. c. Revise or clarify, with minimal assistance, focus questions and/or key words as information is gathered. **ICTL3A.6.b-c** b. Explain whether a primary or secondary source is the best choice for the information needed. c. Locate information sources using appropriate organizational tools **ICTL4D.6.a-b** a. Analyze and evaluate, with assistance, information gathered for gaps and weaknesses. b. Locate additional information as needed **ICTL5B.6** Construct new knowledge based on information gathered from a variety of sources **W3A.6.a** Compose a variety of texts a. using narrative, descriptive, expository, and/or persuasive features	**ICTL2B.6.a-c/ICTL3A.6.b-c/ICTL4D.6.a-b /ICTL5B.6/W3A.6.a** Aligns to multiple GLEs

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Research to Build and Present Knowledge			
8.	**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.	**ICTL1A.6.a-d** a. Identify an information needed b. Access prior knowledge relevant to the needed information c. Identify what additional information is needed d. Locate relevant sources and select information appropriate to the problem or question **ICTL5B.6** Construct new knowledge based on information gathered from a variety of sources **ICTL4C.6.a** a. Analyze the origin of a source to determine its credibility **ICTL6B.6.b-c** b. Practice, with assistance, strategies to avoid plagiarism c. Document, with minimal assistance, each source referenced using an appropriate citation format **R1H.6.h** Apply post-reading skills to demonstrate comprehension of text: h. paraphrase	**ICTL1A.6.a-d/ICTL5B.6/ICTL4C.6.a/ICTL6B.b-c /R1H.6.h** Aligns to multiple GLEs (GLE supports practicing strategies to avoid plagiarism and documenting sources *with assistance.)*

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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Research to Build and Present Knowledge			
9.	**W.6.9.a-b** Draw evidence from literary or information texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "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 topic"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguished claims that are supported by reasons and evidence from claims that are not").	**W3A.6.a-b** Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive feature b. including a summary (narrative or informational)	**W3A.6.a-b** Direct alignment (Cross reference appropriate reading standards in GLEs and CCR Anchor Standards for complete alignment.)

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Writing Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Range of Writing			
10.	**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.	**W1A.6.a-e** Follow a writing process to a. use appropriate pre-writing strategies b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice d. edit for conventions e. share writing	**W1A.6.a-e** Partial alignment (The CCR Anchor Standard references both extended and short time frames for routine writing.)
		W2A.6.a-b Compose text a. showing awareness of audience b. choosing a form appropriate to topic and specific audience	**W2A.6.a-b** Direct alignment
		W3A.6.a-b Compose a variety of texts, a. using narrative, descriptive, expository, and/or persuasive features b. including a summary (narrative or informational)	**W3A.6.a-b** Partial alignment (The CCR Anchor Standard specifies reflective writing. The CCR Anchor Standard for research is comprehensively covered in Information and Communications Technology Literacy GLEs.)

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Speaking and Listening Standards – Grade 6			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Comprehension and Collaboration			
1.	**SL.6.1.a-d** 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' and expressing their own clearly.		
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic text, or issue to probe and reflect on ideas under discussion.	No alignment	
	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	**LS1B.6** Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	**LS1B.6** Partial alignment (The CCR Anchor Standard includes goal setting, and defining roles for collegial discussions. The GLE targets active-listening behaviors.)
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**LS1B.6** Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	**LS1B.6** Partial alignment (The CCR Anchor Standard specifies posing and responding to specific questions with elaboration and detail. The GLE suggests asking questions of the speaker.)
	d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**RIH.6.b,f,h** Apply post-reading skills to demonstrate comprehension of text b. identify and explain the relationship between the main idea and supporting details f. draw conclusions h. paraphrase	**R1H.6.b,f,h** Partial alignment (The CCR Anchor Standard is mainly in reference to discussion while the GLE is in reference to reading.)

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Speaking and Listening Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Comprehension and Collaboration			
2.	**SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	No alignment	
3.	**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.	No alignment	

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Speaking and Listening Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Presentation of Knowledge and Ideas			
4.	**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.	**LS2A.5** In discussions and presentations, • give organized presentations that demonstrate a clear viewpoint • select and use appropriate public speaking techniques such as rate, pace and enunciation	**LS2A.5** Partial alignment (The CCR Anchor Standard targets specific concepts/skills [i.e., present claims, sequencing, use pertinent descriptions, facts, details] to accentuate main idea/theme. The GLE targets organization/viewpoint and speaking techniques.)
		LS2A.6 In discussions and presentations, • speak clearly and stay on topic • use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact	**LS2A.6** Partial alignment (The CCR Anchor Standard targets specific concepts/skills [i.e., present claims, sequencing, use of pertinent descriptions, facts, details] to accentuate main idea/theme. The GLE specifically targets clear speaking skill [speech/tone/volume/rate/inflection and eye contact], as well as staying on topic.)
5.	**SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**ICTL5C.6.b** b. Select the format appropriate for the intended audience and purpose	**ICTL5C.6.b** Partial alignment (The CCR Anchor Standard is focused on multimedia components and visual displays, while the GLE is focused on format in general.)
6.	**SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	No alignment	

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Language Standards – Grade 6			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Conventions of Standard English			
1.	**L.6.1.a-e** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	**[W2E.8.c]** **[In written text** c. **use correct pronoun case]**	**[W2E.8.c]** **No alignment** **(The GLE first appears in grade 8)**
	b. Use intensive pronouns (e.g., *myself, ourselves*).	No alignment	
	c. Recognize and correct inappropriate shifts in pronoun number and person.*	No alignment	
	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	**[W2E.7.c]** **[In written text** c. **use correct agreement of pronoun and antecedent...]**	**[W2E.7.c]** **No alignment** **(The GLE first appears in grade 7)**
	e. Recognize variation from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**W1A.6.d** Follow a writing process to edit for conventions (refer to W2E)	**W1A.6.d** Partial alignment (The CCR Anchor Standard specifies recognizing standard English from regular speech and identifying and using strategies to improve expressions in conventional language. The GLE specifies using the writing process for editing.)
2.	**L.6.2.a-b** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements)*	No alignment	
	b. Spell correctly.	**W2E.6.e** e. use standard spelling, classroom resources, including dictionary, to edit for correct spelling	**W2E.6.e** Direct alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Language Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Knowledge of Language			
3.	**L.6.3.a-b** Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	a. Vary sentence patterns for meaning, reader/listener interest, and style*	**W2C.6.d** Compose text with d. a variety of sentence structures, including simple and compound	**W2C.6.d** Partial alignment (The CCR Anchor Standard specifies sentence variety for meaning, interest, and style. The GLE specifies the use of a variety of sentence structures, including simple and compound.)
	b. Maintain consistency in style and tone*	**[R2C.EII.d]** **Use details from text(s) to** **d. identify and analyze tone]**	**[R2C.EII.d]** **No alignment** **(The CLE first appears in English II)**

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STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Language Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Vocabulary Acquisition and Use			
4.	**L.6.4.a-d** 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.		
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**R1E.6.b** Develop vocabulary through text, using b. context clues	**R1E.6.b** Direct alignment
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	**R1E.6.a** Develop vocabulary through text, using a. roots and affixes	**R1E.6.a** Direct alignment
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**R1E.6.c** Develop vocabulary through text, using c. glossary, dictionary and thesaurus	**R1E.6.c** Direct alignment
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**R1E.6.b-c** Develop vocabulary through text, using b. context clues c. glossary, dictionary and thesaurus	**R1E.6.b-c** Direct alignment

STANDARDS CROSSWALK FOR English Language Arts – Grade 6
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Language Standards – Grade 6 -- Continued			
CCR Anchor Standards	**Grade-Specific Standard**	**Missouri GLE Alignment**	**Explanation**
Vocabulary Acquisition and Use			
5.	**L.6.5.a-b** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	a. Interpret figures of speech (e.g., personification) in context.	**R2B.6.d/R3B.6.d** Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing d. analyze literary techniques previously introduced (personification grade 5)	**R2B.6.d/R3B.6.d** Direct alignment
	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	No alignment	
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	**[R3C.8.j]** **Use details from text to** j. **analyze word choice and connotation]**	**[R3C.8.j]** **No alignment** **(The GLE first appears in grade 8)**
6.	**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.	**R1E.6.a-c** Develop vocabulary through text, using a. root words and affixes b. context clues c. glossary, dictionary and thesaurus	**R1E.6.a-c/W2D.6.a-b** Aligns to multiple GLEs
		W2D.6.a-b Compose text using a. precise and vivid language b. writing techniques, such as figurative language, sensory detail, and purposeful dialogue	