

**LaGrange School District 105**  
**6th Grade**  
**English Language Art Curriculum**

**Statement of English Language Arts Philosophy**

Language Arts includes reading, writing, speaking, listening, spelling, and the study of literature. A language rich environment combines these skills while promoting a child's appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child's developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.

**Instructional Practices in English Language Arts Education**

**Grades K - 8**

***English Language Arts Classroom Practices:***

- Address explicit, sequential instruction of foundational skills--specifically in grades K-5-- to ensure a continuum of literacy learning in all grades.
- ELA Classroom Structures
- Structure blocks of time devoted to guided, collaborative, and independent student literacy experiences.
- Develop a common language for literacy instruction across all grade levels.
- Apply literacy skills in increasingly authentic, complex, and varied purposes.
- Embrace innovative technologies that enhance the learning experience.
- Guide and differentiate instruction in response to ongoing assessments, feedback, and goal setting by teachers, peers, and self.
- Facilitate student-driven instruction, collaboration and discussions: brainstorming, reflective listening, conferencing.
- Encourage high-level thinking through questioning (i.e., Webb's "Depth of Knowledge").
- Reading
- Provide access to authentic, quality texts at differentiated levels.
- Increase, gradually and incrementally, the emphasis on informational literacy within the English language arts class and across content areas.
- Provide explicit, integrated skill instruction and modeling for balanced literacy components in varied genres: reading, writing, speaking, listening, and viewing.
- Teach and reinforce strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.
- Provide explicit, integrated instruction of metacognitive strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.
- Instruct in all text types and genres (i.e., fiction, drama, poetry, primary/ secondary sources, speeches, political cartoons, media, digital text... etc.) as students progress from grade-to-grade.
- Writing
- Guide writing instruction using writing traits such as ideas, organization, word choice, sentence fluency, voice, and conventions.
- Write OPINION/ARGUMENTATIVE, INFORMATIVE, and NARRATIVE focused pieces with increased sophistication.
- Implement a variety of flexible student groupings for literacy experiences: read alouds, guided reading, shared reading, book talks, and written work.
- Encourage use of evidence from literary and informational texts to support students' interpretations and opinions.
- Model and promote information literacy to increase student skills in analyzing and evaluate sources for credibility, bias, purpose, and audience.

**Specific Student Groups K-8**

***Practices for continual student improvement in the English Language Arts classroom:***

- Adapt New Illinois ELA Learning Standards to needs of English Language Learners, and measure their critical thinking skills without penalty for lack of experience with English.
- Support students with special needs as they experience the New Illinois ELA Learning Standards; align their IEP goals to grade level standard; and expose students to rich academic content.
- Ensure literacy instruction for highly-able students that honors their instructional entry points, and set and monitor related growth expectations.

## Common Core Standards Taught Throughout the Year

### *Reading Informational Text (RI) and Literature (RL)*

#### ***Key Ideas and Details***

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

**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.

**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.

#### ***Craft and Structure***

**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

**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.

**RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.

#### ***Integration of Knowledge and Ideas***

**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.

**RL.6.8** (RL.6.8 not applicable to literature) **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.

**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.

#### ***Range of Reading and Level of Text Complexity***

**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.

## Language Standards

### ***Conventions of Standard English***

**L.6.1** 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).
- b) Use intensive pronouns (e.g., *myself, ourselves*).
- c) Recognize and correct inappropriate shifts in pronoun number and person.\*
- d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

**L.6.2** 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.\*
- b) Spell correctly.

### ***Knowledge of Language***

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

- a) Vary sentence patterns for meaning, reader/listener interest, and style.\*
- b) Maintain consistency in style and tone.\*

### ***Vocabulary Acquisition and Use***

**L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

**L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a) Interpret figures of speech (e.g., personification) in context.
- b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, un wasteful, thrifty*).

**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.

## Speaking and Listening Standards

### ***Comprehension and Collaboration***

**SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- 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.
- b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**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.

**SL.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### ***Presentation of Knowledge and Ideas***

**SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**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 for specific expectations.)

## ELA Unit 1

Timing: August – November

### **Essential Questions:**

- Why is it important for readers to give support/evidence?
- What makes support/evidence strong?
- Why is it important for readers to explain support/evidence?
- How and why does an author reveal what a character is like?
- Why do characters change over the course of a text?

### **Essential Vocabulary/Concepts:**

- Traits
- Quotation
- Explain
- Anecdote
- Evidence
- Illustrate

- Cite
- Analyze
- Elaborate
- Locate/Identify
- Key
- Describe
- Support
- Inference

**Unit 1 ELA**  
**Common Core Standards FOCUS**

**Reading Informational Text and Literature**

***Key Ideas and Details***

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

**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.

**ELA Unit 2**

**Timing: November - December**

**Essential Questions:**

- Why do authors think so carefully about the words they choose to use in their stories?
- How do authors reveal story structures (like the theme and setting) to the readers?
- How can a certain point of view that an author chooses influence a reader?

**Essential Vocabulary/Concepts:**

- 1st person point of view
- 2nd person point of view
- 3rd person objective point of view
- 3rd person limited point of view
- 3rd person multiple point of view
- Connotative
- Context clues
- Denotative
- Narrator
- Plot

- Point of view (POV)
- Setting, theme

**Unit 2 ELA**  
**Common Core Standards FOCUS**

**Reading Informational Text and Literature**

***Craft and Structure***

**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

**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.

**RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.

**ELA Unit 3**  
**Timing: January - February**

**Essential Questions:**

- How do authors send a message to the readers?
- What happened?
- How do authors use words, decisions, actions, and consequences to show their perspective?
- How can the same message be told to readers across different genres?

**Essential Vocabulary/Concepts:**

- Author's Point of View
- Author's Purpose
- Fact
- Opinion
- Summary
- Supporting Detail
- Theme/Central Idea

**Unit 3 ELA**  
**Common Core Standards FOCUS**

**READING INFORMATIONAL TEXTS**

***Key Ideas and Details***

**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.

***Craft and Structure***

**RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.

***Integration of Knowledge and Ideas***

**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.

**ELA Unit 4**  
**Timing: February – April**

**Essential Questions:**

- Are all arguments supported by solid claims and evidence? Why or why not? How do you know if it's valid?
- Why would one use multiple resources to gather information on a topic?
- Why might the viewpoints or messages of authors vary even when the topic or events are the same?

**Essential Vocabulary/Concepts:**

- Integrate
- Argument
- Claim
- Trace
- Distinguish
- Media
- Compare
- Contrast

**Unit 4 ELA**  
**Common Core Standards FOCUS**

**READING INFORMATION TEXTS:**

***Integration of Knowledge and Ideas***

**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.

**RL.6.8** (RL.6.8 not applicable to literature) **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.

**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.

**ELA Unit 5**  
**Timing: April - May**

**Essential Questions:**

- How are literary devices used to enhance poetry and its meaning?
- Why is it important for readers to be able to determine the tone of a text?
- How do poets send a message to readers?
- How does reading, listening and viewing a text change a reader's perception?
- How can the same message be told to readers across different genres?

**Essential Vocabulary/Concepts:**

- Alliteration
- Hyperbole
- Metaphor
- Personification
- Simile
- Figurative Language
- Stanza (Allegory)

**Unit 5 ELA**  
**Common Core Standards FOCUS**

**READING INFORMATION TEXTS:**

***Craft and Structure***

**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

**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.

***Integration of Knowledge and Ideas***

**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.