

Grade 6 English Language Arts

Course Description:

Sixth Grade English Language Arts is taught in two separate classes at West Salem Middle School. Students visit one class on their A day, and follow up with the other class on B day. ELA-Reading class focuses on reading skills, strategies, and vocabulary. The ELA-English class centers on writing and grammar. Both blocks are designed and integrated to help students progress in their abilities to read, write, speak, listen, and practice language skills. Important skill development includes key reading, vocabulary, grammar, and writing skills that focus on the *Wisconsin Standards for English Language Arts*.

Through the reading workshop and the use of novels and genre studies, students are exposed to various genres and authors. Mini-lessons/activities include read-alouds, word work, and reading strategies to bolster student comprehension. Students engage in both informational and fiction texts.

Writing workshop provides the basis for guided instruction in the writing process through our major writing units (argument, narrative, and information). Mini-lessons/activities involving grammar, usage, and parts of speech support the students' abilities to express themselves through various writing opportunities.

Reading Targets

As evidenced based on classroom assessments, the student is able to:

- R.1 Determine what the text says explicitly. [R.6.1(1)]
- R.2 Make logical inferences. [R.6.1(2)]
- R.3 Cite specific textual evidence to support the conclusion drawn from the text. [R.6.1(3)]
- R.4 Summarize the key supporting details and ideas. [R.6.2(1)]
- R.5 Determine the central ideas or themes of a text. [R.6.2(2)]
- R.6 Describe a story's plot in a series of episodes. [R.6.3(1)]
- R.7 Describe character changes. [R.6.3(2)]
- R.8 Detailed analysis of the individual, event, or idea in a literary text. [R.6.3(3)]
- R.10 Analyze how specific word choices shape the meaning or tone of the character/writer. [R.6.4(2)]
- R.11 Determine the author's point of view. [R.6.6(1)]
- R.12 Explain the author's point of view. [R.6.6(2)]

Writing Targets

As evidenced based on classroom assessments, the student is able to:

- W.1 Support claims with clear reasons using credible sources and demonstrating an

- understanding of the topic or text. [W.6.2a(1)]
- W.2 Support claims with relevant evidence using credible sources and demonstrating an understanding of the topic or text. [W.6.2a(2)]
- W.3 Develop topics with definitions, concrete details, quotations, or other information and examples. [W.6.2b]
- W.4 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.[W.6.2c(1)]
- W.5 Organize an event sequence that unfolds naturally and logically. [W.6.2c(2)]
- W.6 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.[W.6.2c(3)]
- W.7 Introduce a topic and organize ideas in an introduction paragraph. [W.6.3a(1)]
- W.8 Provide a concluding paragraph that follows from and wraps up the writing. [W.6.3a(2)]
- W.9 Use appropriate transitions to clarify the relationships among ideas and concepts.[W.6.3b]
- W.10 Use topic-specific vocabulary to make the information interesting and understandable. [W.6.3c]
- W.11 Produce clear and coherent writing appropriate to the task. [W.6.4(1)]
- W.12 Gather information from multiple sources. [W.6.8(1)]
- W.13 Quote or paraphrase while avoiding plagiarism. [W.6.8(2)]
- W.14 Provide basic bibliographic information. [W.6.8(3)]
- W.15 Write text in a variety of modes [W.6.2]
- W.16 Conduct short research projects to answer questions [W6.7]

Speaking and Listening Targets

As evidenced based on classroom assessments, the student is able to:

- S.1 Prepare and participate in conversations and collaborations using evidence from text. [SL.6.1(1)]
- S.2 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1(2)]
- S.3 Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1(3)]

Language Targets

As evidenced based on classroom assessments, the student is able to:

- L.1 Use context as a clue to the meaning of a word or phrase. [L.6.2(1)]

- L.2 Consult print and/or digital material to determine or clarify its precise meaning. [L.6.2(2)]
- L.3 Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. [L.6.2(3)]
- L.4 Verify the preliminary determination of the meaning of a word or phrase. [L.6.2(4)]
- L.5 Determine the denotative, connotative, and figurative meanings of words and phrases used in texts. [L.6.3(1)]
- L.6 Interpret figures of speech in context. [L.6.3(2)]
- L.7 Demonstrate understanding of word relationships. [L.6.3(3)]
- L.8 Writes complete sentences. [L.6.6(1)]
- L.9 Demonstrates command of the conventions of standardized English capitalization, punctuation, and spelling. [L.6.6(2)]

West Salem Middle School is a Target-Based Grading and Reporting School. The learning targets above appear in the Skyward gradebook. Teachers provide feedback on each learning target to parents and students via the Skyward gradebook using a score of 3 (Proficient), 2 (Approaching), 1 (Needs Support), or 0 (No Evidence).