

Language Arts 6

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
O	Oral Expression and Listening		
O.1	Successful group discussions require planning and participation by all	Understanding Plot	Understanding Plot
O.1.a	Frame and deliver messages that take into account the group purpose, values, prior knowledge, and experience	Fiction vs. Nonfiction	Fiction vs. Nonfiction
O.1.b	Use evidence to develop credibility (such as citing textual evidence to support opinions)	Understanding Plot	Understanding Plot
O.1.c	Recognize the difference between informal and formal language and make choices appropriate for group purposes	Understanding Plot	Understanding Plot
O.1.d	Use active listening strategies (paraphrase, ask clarifying questions, give appropriate nonverbal cues)	Understanding Plot	Understanding Plot
O.1.e	Plan for and participate in group discussion	Understanding Plot	Understanding Plot
R	Reading for All Purposes		
R.1	Understanding the meaning within different types of literature depends on properly analyzing literary components	whole course	
R.1.a	Use different kinds of questions to clarify and extend comprehension	Using Purpose and Inference to Make Meaning	Using Purpose and Inference to Make Meaning
R.1.b	Identify how the author uses dialogue and specific word choice to achieve an effect	Drama II	Drama II
R.1.c	Explain how the author's use of word choice, sentence structure and length, and figurative language contributes to imagery and mood	Responding to Literature	Responding to Literature (mood)

Language Arts 6

R.1.d	Relate a literary text to information about its setting	History of the English Language	History of the English Language
R.1.e	Draw a conclusion from text and provide details to support the answer	Novel Project	Novel Project
R.1.f	Summarize texts to identify relevant and important information, main ideas, and the theme	Using Purpose and Inference to Make Meaning	Using Purpose and Inference to Make Meaning (theme)
R.2	Organizing structure to understand and analyze factual information	Biography	Biography
R.2.a	Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures	Responding to Literature	Responding to Literature (inferences)
R.2.b	Organize the main idea and details to paraphrase key ideas or form a summary	Using Purpose and Inference to Make Meaning	Using Purpose and Inference to Make Meaning
R.2.c	Use signal words and text features to identify common organizational structures (logical order, cause/effect, compare/contrast, classification schemes)	Poetry	Poetry

Language Arts 6

R.2.d	Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks	Encyclopedia and Textbooks	Encyclopedia and Textbooks
R.2.e	Determine author's purpose based on organizational structures, text features, and content	Using Purpose and Inference to Make Meaning	Using Purpose and Inference to Make Meaning
R.3	Word meanings are determined by how they are designed and how they are used in context	History of the English Language	History of the English Language
R.3.a	Use close reading (examine the meaning of words, sentences, and paragraphs) to interpret texts	Using Purpose and Inference to Make Meaning	Using Purpose and Inference to Make Meaning
R.3.b	Separate known word parts to predict the meaning of unfamiliar words (extrapolating meaning from suffixes such as -phobia and -ology)	Responding to Literature II	Responding to Literature II
R.3.c	Explain relationships among words in the same word families	Understanding Plot	Understanding Plot
R.3.d	Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word	Using Purpose and Inference to Make Meaning	Using Purpose and Inference to Make Meaning
R.3.e	Make connections back to previous sentences and ideas to resolve problems in comprehension		

Language Arts 6

R.3.f	Investigate other sources, such as dictionaries, glossaries, or electronic resources, to determine the meaning of a word	Using Words to Make Meaning	Using Words to Make Meaning
W	Writing and Composition		
W.1	Writing literary genres for intended audiences and purposes requires ideas, organization, and voice	Encyclopedia and Textbooks	Encyclopedia and Textbooks
W.1.a	Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers)	Writing a Short Story	Writing a Short Story
W.1.b	Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts	Poetry	Poetry
W.1.c	Organize literary and narrative texts using conventional organizational patterns of the chosen genre	Writing a Short Story	Writing a Short Story
W.1.d	Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text	Responding to Literature	Responding to Literature
W.1.e	Use word choice, sentence structure, and sentence length to create voice and tone in writing	Responding to Literature	Responding to Literature

Language Arts 6

W.2	Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop	Novel Project	Novel Project
W.2.a	Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure	Novel Project	Novel Project
W.2.b	Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs		
W.2.c	Write to pursue a personal interest, to explain, or to persuade	Welcome to a World of Literature	Welcome to a World of Literature
W.2.d	Write to analyze informational texts (explains the steps in a scientific investigation)	Nonfiction Articles	Nonfiction Articles
W.2.e	Analyze and improve clarity of paragraphs and transitions	Novel Project	Novel Project
W.2.f	Select vocabulary and information to enhance the central idea		
W.2.g	Identify persuasive elements in a peer's writing and critique the effectiveness	Persuasive Nonfiction	Persuasive Nonfiction

Language Arts 6

W.3	Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy	Novel Project	Novel Project
W.3.a	Use punctuation correctly (apostrophes, commas after introductory words, phrases, and clauses; and commas to punctuate a compound sentence)	Responding to Literature II Grammar, Punctuation and Usage Review	Responding to Literature II (quotation marks) Grammar, Punctuation and Usage Review (apostrophes)
W.3.b	Identify fragments and run-ons and revise sentences to eliminate them		
W.3.c	Use coordinating conjunctions in compound sentences	Grammar, Punctuation and Usage Review	Grammar, Punctuation and Usage Review
W.3.d	Maintain consistent verb tense within paragraphs		
W.3.e	Choose adverbs to describe verbs, adjectives, and other adverbs		
W.3.f	Use correct spelling for frequently used words	Novel Project	Novel Project
W.3.g	Use resources (print and electronic) and feedback to edit and enhance writing for purpose and audience	Novel Project	Novel Project (resources to edit)

Language Arts 6

RR	Research and Reasoning		
RR.1	Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation	Research Project I	Research Project I
RR.1.a	Identify a topic for research, developing the central idea or focus and potential research question(s)	Research Project I	Research Project I
RR.1.b	Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questions	Research Project I	Research Project I
RR.1.c	Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.	Research Project I	Research Project I
RR.1.d	Follow established criteria for evaluating accuracy, validity, and usefulness of information		
RR.1.e	Select and organize information, evidence, details, or quotations that support the central idea or focus	Research Project I	Research Project I
RR.2	Assumptions can be concealed, and require identification and evaluation		

Language Arts 6

RR.2.a	Accurately identify own assumptions, as well as those of others		
RR.2.b	Make assumptions that are consistent with one another		
RR.2.c	Identify the natural tendency in humans to use stereotypes, prejudices, biases, and distortions		
RR.2.d	Identify stereotypes, prejudices, biases, and distortions in self and thinking of others		
RR.2.e	Accurately state the assumptions underlying the inferences they or others make, and then accurately assess those assumptions for justifiability		
RR.3	Monitoring the thinking of self and others is a disciplined way to maintain awareness	Writing a Short Story II	Writing a Short Story II
RR.3.a	Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision		
RR.3.b	Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)		