

## Language Arts 6

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
R	The reading competencies common to all four ELA standards that students demonstrate during grade 6 are		
R.1	Word Recognition	Using Words to Make Meaning	
R.1.a	Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words	Using Words to Make Meaning	Activity: Review Context Clues, pg 9
R.1.b	Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy	Responding to Literature II	Latin Roots Quiz, pg 6
R.1.c	Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words	Using Words to Make Meaning	Assignment: Reading Response Journal, pg 5
R.1.d	Recognize at sight a large body of high-frequency words and specialized content vocabulary		
R.2	Background Knowledge and Vocabulary Development	Using Words to Make Meaning	Vocabulary pg 3
R.2.a	Extend knowledge of word meaning through direct and indirect means	Using Words to Make Meaning	Vocabulary, pg 3
R.2.b	Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning	Using Words to Make Meaning	Activity: Prefixes and Suffixes, pg 11

## Language Arts 6

R.2.c	Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts		
R.2.d	Acquire new vocabulary by engaging with a variety of texts written by a range of different authors	Using Words to Make Meaning	Assignment: Reading Response Journal, pg 5
R.2.e	Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty	Using Words to Make Meaning	Ask Someone the Definition, pg 14
R.2.f	Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources	Using Words to Make Meaning	Activity: Dictionary Worksheet
R.2.g	Use a thesaurus to identify synonyms and antonyms		

## Language Arts 6

R.3	Comprehension Strategies		
R.3.a	Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes	Throughout the course: Responding to Literature; Analyzing a Short Story; Using Purpose to Make Meaning; Poetry; Drama	
R.3.b	Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read	Responding to Literature I	Making Meaning Can Be a Challenge, pg 5
R.3.c	Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted		
R.3.d	Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading	Responding to Literature I	Making Inferences about Setting, pg 6

## Language Arts 6

R.3.e	Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large		
R.3.f	State or summarize a main idea and support it or elaborate on it with relevant details	Using Purpose and Inference to Make Meaning	Assignment: Reading Response Journal, pg 15
R.3.g	Present a point of view or interpretation of a text, such as its theme or the author's intended message, and support it with relevant details from the text	Using Purpose and Inference to Make Meaning	Discussion: Author's Purpose
R.3.h	Read grade-level texts and answer literal, inferential, analytic, and evaluative questions	Responding to Literature I	Making Inferences about Character, pg 8
R.3.i	Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions	Responding to Literature I	Making Inferences about Character, pg 8

## Language Arts 6

R.3.j	Note and describe aspects of the writer's craft, and explain the role that crafting techniques play in helping the reader comprehend the text	Responding to Literature I	Writing: Making Inferences about Your Novel, pg 10
R.3.k	Participate cooperatively and collaboratively in group discussions of texts	Responding to Literature II	Discussion: Author's Purpose, pg 12
R.3.l	Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations	Novel Project	Novel Project, pg 4
R.3.m	Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations	Responding to Literature I	Assignment: Reading Response Journal, pg 14
R.4	Motivation to Read		
R.4.a	Show interest in reading a wide range of texts, topics, genres, and authors		
R.4.b	Read voluntarily for a variety of purposes		
R.4.c	Be familiar with titles and authors of a wide range of literature		
R.4.d	Engage in independent silent reading for extended periods of time	Novel Project	throughout first semester
W	The writing competencies common to all four ELA standards that students demonstrate during grade 6 are		
W.1	Spelling		
W.1.a	Correctly spell words within own		

## Language Arts 6

	writing that have been previously studied or that follow previously studied spelling patterns		
W.1.b	Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling	Using Words to Make Meanings	Assignment: Dictionary Worksheet pg 13
W.2	Handwriting		
W.2.a	Use legible print and/or cursive writing		
W.3	Composition		
W.3.a	Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts	throughout the course	Reading Response Journals
W.3.b	Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts		
W.3.c	Write on a wide range of topics, both student and teacher selected	throughout the course	Reading Response Journals
W.3.d	Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication	Novel Project	Novel Project, pg 4
W.3.e	Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience	Novel Project	Novel Project, pg 4
W.3.f	Write, using a variety of media such as print and electronic		
W.3.g	Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)	Novel Project	Activity: Organizing Your Paragraphs; Editing Your Writing
W.3.h	Use a variety of prewriting strategies to plan and organize writing	Writing a Short Story	Activity Outlining, pg 8, 9
W.3.i	Review writing independently in order to revise for focus, development of ideas, organization, and language use	Novel Project	Activity: Organizing Your Paragraphs; Editing Your Writing
W.3.j	Review writing independently to address editing concerns	Novel Project	Activity: Editing Writing. Pg 12
W.3.k	Write for a wide variety of audiences	throughout the course	
W.3.l	Adjust style of writing, including	Writing a Short Story	Clustering to Plan a

## Language Arts 6

	voice and language used, according to purpose and audience		Story
W.3.m	Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing	Writing a Short Story	Clustering to Plan a Story
W.3.n	Review writing with teachers and peers	Writing a Short Story	Discussion: How to Use Setting, pg 10
W.4	Motivation to Write		
W.4.a	Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences	Writing a Short Story	Discussion: How to Use Setting pg 10
W.4.b	Engage in writing voluntarily for a variety of purposes	throughout the course	
W.4.c	Engage in writing voluntarily on a range of topics	throughout the course	
W.4.d	Publish writing in a variety of presentation or display mediums, for a variety of audiences	Poetry	Writing: Poetic Forms
L	The listening competencies common to all four ELA standards that students demonstrate during grade 6 are		
L.1	Listening		
L.1.a	Listen attentively, for an extended period of time, to a variety of texts read aloud	How Can We Go Even Further	Little Briar Rose, pg 6
L.1.b	Listen attentively, for an extended period of time, to oral presentations	Oral Presentation	Active Listening, pg 6
L.1.c	Listen attentively for different purposes, both student determined and teacher determined	Oral Presentation	Active Listening, pg 6
L.1.d	Respond appropriately to what is heard	Oral Presentation	Activity: Active Listening, pg 7
L.1.e	Listen respectfully when others speak		
S	The speaking competencies common to all four ELA standards that students demonstrate during grade 6 are		
S.1	Speaking		
S.1.a	Speak in response to listening to a variety of texts		
S.1.b	Speak in response to listening to and viewing a variety of performances		
S.1.c	Use appropriate and precise vocabulary to communicate ideas		

## Language Arts 6

S.1.d	Use grammatically correct sentences when speaking	Oral Presentation	Speaking: Oral Presentation, pg 12
S.1.e	Include details and examples relevant to the audience when speaking	Oral Presentation	Speaking: Oral Presentation, pg 12
S.1.f	Communicate ideas in an organized and coherent manner	Oral Presentation	Speaking: Oral Presentation, pg 12
S.1.g	Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking		
S.1.h	Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication	Oral Presentation	Speaking: Oral Presentation, pg 12
S.1.i	Respond respectfully to others, and offer feedback to others in a respectful and responsive manner		
S.1.j	Participate in group discussions on a range of topics and for a variety of purposes	throughout the course	