



Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Course Information	
Program Name	Natrona Virtual Learning
Course ID	NVA010601
Course Name	ENG06A Grade 6 Language Arts
SCED Code	
Content Area	LA
Grade Level	6
# of Credits	
Curriculum Type	K12 Inc
Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.	
<p><i>This tablet-ready course equips students with the essential language arts skills needed throughout their academic careers. Students read and analyze a variety of informational and fictional texts. Instruction and reading strategies accompany reading selections to help engage students in the text and sharpening their comprehension. Students express their ideas and knowledge using standard (formal) English in written and oral assignments. Writing expressive, analytical, and procedural compositions helps students develop communication skills necessary in today's world. Vocabulary is taught explicitly.</i></p>	

Wyoming Content and Performance Standards	
Standard	<u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</u>
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.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

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	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.
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	(Not applicable to literature)
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.
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.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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).
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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.
RI.6.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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.
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).
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.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a	a. Introduce claim(s) and organize the reasons and evidence clearly.

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W.6.1.b	b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c	c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	d. Establish and maintain a formal style.
W.6.1.e	e. Provide a concluding statement or section that follows from the argument presented.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a	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.
W.6.2.b	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	c. Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	e. Establish and maintain a formal style.
W.6.2.f	f. Provide a concluding statement or section that follows from the information or explanation presented.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.a	a. 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.
W.6.3.b	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.c	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3.d	d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.e	e. Provide a conclusion that follows from the narrated experiences or events.
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.)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, 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.)
W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with

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	others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.9.a	a. Apply <i>grade 6 Reading standards</i> 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 topics”).
W.6.9.b	b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”).
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.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.
SL.6.1.a	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.
SL.6.1.b	b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.c	c. 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.d	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.
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 on page 52 for specific expectations.)

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L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.a	a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.b	b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).
L.6.1.c	c. Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.d	d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1.e	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.
L.6.2.a	a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	b. Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	a. Vary sentence patterns for meaning, reader/ listener interest, and style.
L.6.3.b	b. Maintain consistency in style and tone.
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.
L.6.4.a	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.
L.6.4.b	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).
L.6.4.c	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.
L.6.4.d	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.
L.6.5.a	a. Interpret figures of speech (e.g., personification) in context.
L.6.5.b	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
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.

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
<p>Unit 1 Lesson Learned</p> <ul style="list-style-type: none"> • Lesson Learned • Literature Study 1 • Rewards • Literature Study 2 • Writing Workshop 1 • Transformation • Literature Study 3 • Greed • Writing Workshop 2 • Priceless • Art and Life • Greediness • Aesop's Life • Vanity • Writing Workshop 3 • Literature Study 4 • Module Review • Module Exam 	<p>SL.6.1.a SL.6.1.b. SL.6.1.c. SL.6.1.d. RL.6.2 RL.6.3 RL.7 RL.6.10. W6.3a-e L6.1</p>	<p>Actively participate in the group discussion as a leader, a supporting member, and/or as an oppositional member.</p> <p>Participate democratically in discussions in order to foster a team atmosphere, respecting the contributions of fellow team members.</p> <p>Adhere to thoughtful and respectful rules for conversation in an online</p> <p>Use reading strategies to reflect on comprehension. after reading.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them through use of textual evidence.</p> <p>Identify examples of inferential meaning and implied information in a fictional text.</p> <p>Identify details from the text and describe how they develop or support the theme or central idea.</p> <p>Write in complete sentences.</p> <p>Compare and contrast literary selections.</p> <p>Use textual evidence to compare and contrast similar themes or topics of texts in different forms or genres.</p> <p>Explain how to paraphrase to review key ideas.</p> <p>Use evidence to support ideas during discussions.</p> <p>Contribute to discussion by posing and responding to questions using appropriate detail about the topic.</p> <p>Describe characters based on speech, actions, or interactions with others</p> <p>Write about character traits and motivations.</p> <p>Share theme and foreshadowing</p>
<p>Unit 2 Animals and Their People</p> <ul style="list-style-type: none"> • Animals and Their People • Survival • Snakes! • Literature Study 5 • Abandonment • Compare and Contrast 	<p>L6.1.b SL.6.2 RI.6.2 RL.6.5 RL.6.6 RL.6.7 RL.6.9</p>	<p>Draws connections between the topic of the discussion and larger themes.</p> <p>Use pronouns correctly in sentences.</p> <p>Analyze how the author's use of point of view shapes a literary work.</p> <p>Compare and contrast text with visual or aural presentation.</p> <p>Use examples from the text to demonstrate how lines and stanzas contribute to the structure of a poem.</p> <p>Compare and contrast literary selections.</p>

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<ul style="list-style-type: none"> • Evolution • Literature Study 6 • Wordplay 1 • Writing Workshop 4 • Refuge • Literature Study 7 • Literature Study 8 • Contrast • Heroism • Literature Study 9 • Module Review • Module Exam 	<p>W.6.2 W.6.2.a-f</p>	<p>Write a comparison and contrast essay that has an introduction, thesis statement, body, and conclusion. Maintain a formal style, use precise language, and transitions in the paper. Use examples of sentence, chapter, scene, or stanza from the text to demonstrate development of plot.</p>
<p>Unit 3 Animal Intelligence</p> <ul style="list-style-type: none"> • Animal Intelligence • Informational Text • Dog IQ • Unruly Gulls • Think Tank • Bear Crazy • Note taking Skills • Research Review • Putting It Together • Writing Workshop 5 • Citing Your Sources • Synthesize It! • Be Heard • Writing Workshop 6 • Presentation • Creativity • Module Review • Module Exam 	<p>SL.6.3 SL.6.4 W.6.2 a—f RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.7 RI.6.8 RI.6.19 RI.6.10</p>	<p>Pose critical thinking questions as part of a discussion. Write a research report that has an introductory paragraph with a strong thesis statement, body paragraphs that support the thesis, and a concluding paragraph. Using textual evidence, analyze commonly found features in informational texts that aid in the development of ideas and cite sources correctly in a Works Cited page. Read types of informational text, e.g. textbooks, articles, manuals, based on titles, headings, images, and other features Evaluate sources and information uncovered, for research- based on: relevance, reliability, credibility. Analyze cause and effect relationships through the use of textual evidence. Write using verbs, punctuation, capitalization, and underlines correctly. Differentiate between primary and secondary sources. Formulate opinion and personal response. Summarize, paraphrase and collect quotes from the various sources, while following citation guidelines to record source information. Effectively plan, organize an oral presentation, in a group or individually.</p>
<p>Unit 4 Quests</p>	<p>RI.6.2 W.6.1.a-e</p>	<p>Identify details that support the central idea of an informational text.</p>

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<ul style="list-style-type: none"> • Quests • Boldness • Literature Study 10 • Determination • Literature Study 11 • Problems and Solutions • Writing Workshop 7 • Stereotypes • Conflict • Into the Unknown • Literature Study 12 • Literature Study 13 • Selflessness • Love • Listening • Friendship • Module Review • Module Exam 	<p>SL.6.5 L.6.4.b</p>	<p>Define common Latin and Greek roots and affixes.</p> <p>Draw conclusions and make inferences of explicit information using textual support as evidence.</p> <p>Summarize text objectively including main idea and relevant details.</p> <p>Compare and contrast texts in different forms or genres that have similar themes or topics.</p> <p>Write an argument paper to support a position with clear reasons and relevant evidence.</p> <p>Write using correct adjectives and adverbs.</p> <p>Create digital presentations that effectively support the purpose or topic.</p>
<p>Unit 5 Timeless Classics</p> <ul style="list-style-type: none"> • Timeless Classics • The Law of the Jungle • Literature Study 14 • Allegiance • Literature Study 15 • Awe • Wordplay 2 • The Art of Persuasion • The Impact of Media • Riddles • Nonsense • Writing Workshop 8 • Parody • Pitch Your Product • It's a Crazy World • Module Review • Module Exam 	<p>W.6.2 RL.6.3 RL.6.4 RL.6.7 SL.6.6 L.6.1.a-e L.6.2.b L.6.4 L.6.4.a</p>	<p>Write an advertisement with a simple, direct message.</p> <p>Use the relationship between particular words - e.g., antonyms and synonyms</p> <p>- to understand each of the words.</p> <p>Utilize analogies based on relationships such as cause/effect, part/whole, item/category to infer word meaning.</p> <p>Use verbs correctly.</p> <p>Compare and contrast a variety of perspectives presented in a discussion.</p> <p>Explain how the various elements of literature - character, plot, setting, tone</p> <p>point of view and theme - are related within a piece of literature.</p> <p>Analyze how textual evidence such facts, details, and examples communicate</p> <p>the central or main idea.</p> <p>Spell correctly when writing.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them through use of textual evidence.</p>

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