

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NVA010602	Grade Level	6
Course Name	ENG06B Grade 6 Language Arts	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

This semester 2 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 and

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD #	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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 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.

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.
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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 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 teacher led) 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.)
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, auditory, 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, scrimping, economical, unwasteful, 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
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<p>Unit 6 Influential People</p> <ul style="list-style-type: none"> ● Influential People ● Literature Study 1 ● Genius ● Writing Workshop 1 ● Unique Beauty ● Excellence ● Controversy ● Innovation ● Wordplay 1 ● Prejudice ● Equality ● Share Your Story ● Writing Workshop 2 ● Paint a Picture 	<p>W6.3.a-e RL.6.1 RL.6.2 RL.6.3 RL.6.4</p>	<p>Recognize devices used by an author to achieve the purpose, including author's language, organization, or structure.</p> <p>Synthesize logical connections between ideas within text and across multiple texts of similar or different genres.</p> <p>Identify details, facts, examples, or anecdotes using textual support that describe a key individual, event, or idea.</p> <p>Compare and contrasts two authors' presentations of events</p>
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<ul style="list-style-type: none"> ● Writing Workshop 3 ● Writing Workshop 4 ● Module Review ● Module Exam 		<p>Identify correct grammar and spelling when writing.</p> <p>Write a personal narrative with multiple paragraphs that displays unity and elaboration.</p> <p>Participate in group discussions utilizing specific information from research or text.</p>
<p>Unit 7 Secrets</p> <ul style="list-style-type: none"> ● Secrets ● A Peculiar Child ● Loneliness ● Spring ● A Bit of Earth ● Literature Study 2 ● Encounters ● Anguish and Hope ● Friendship ● Magic ● Secrets Revealed ● Book Review ● Research the Author ● Sum It Up ● Organize Your Information ● Writing Workshop 5 ● Module Review ● Module Exam 	<p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.7</p> <p>W.6.8</p> <p>W.6.9</p> <p>W.6.10</p> <p>L.6.2</p> <p>L.6.2a</p> <p>L.6.3</p> <p>L.6.3.a</p> <p>L.6.4.c</p>	<p>Demonstrate knowledge of major characters, incidents, events, or authors.</p> <p>Analyze how language conveys mood.</p> <p>Describe characters based on speech, actions, or interactions with others through use of textual evidence.</p> <p>Trace the plot in a literary selection to explain how characters and events contribute to the development of theme.</p> <p>Explain how the various elements of literature - (plot, tone, character, setting,) point of view and theme - are related within a piece of literature.</p> <p>Participate in group discussions utilizing specific information from research or text.</p> <p>Using evidence from the text, analyze how an author uses figurative language to create meaning.</p> <p>Identify evidence from informational texts that develops the author's purpose.</p> <p>Cite sources within the report and record the full citation on a Works Cited page.</p> <p>Explain using textual evidence how organizational patterns develop the author's viewpoint.</p> <p>Write a book review that summarizes the content of the book.</p> <p>Use a voice and style appropriate for the audience.</p>
<p>Unit 8 The Milk of Human Kindness</p>	<p>L.6.5.a</p>	

<ul style="list-style-type: none"> ● The Milk of Human Kindness ● Be Prepared ● Desire ● Compassion ● Desperation ● Acceptance ● Mercy ● Literature Study 3 ● Outsiders ● Neighbors ● Wordplay 2 ● Being Human ● Pattern of Organization ● Getting Organized ● Prepare to Write ● Writing Workshop 6 ● Module Review ● Module Exam 	<p>L.6.5.b L.6.5.c</p>	<p>Read examples of graphic sources that provide factual, quantitative and technical data.</p> <p>Interpret the purpose and meaning of a variety of visual media.</p> <p>Interpret the meaning of factual, quantitative, and technical data.</p> <p>Identify words, phrases, and context from informational text to determine meanings of technical terms.</p> <p>Explain how the various elements of literature are related within a piece of literature.</p> <p>Draws connections between the topic of the discussion and larger themes.</p> <p>Contrast words' multiple meanings based on their use in written and spoken English.</p> <p>Use commas another punctuation correctly.</p> <p>Use transitions to connect ideas.</p> <p>Write an essay that contains an introduction, thesis statement, supporting paragraphs, and conclusion</p>
<p>Unit 9 Poetry and Persuasion</p> <ul style="list-style-type: none"> ● Poetry and Persuasion ● Persuasion ● It's Only Logical ● Show Me the Evidence ● The Opposing Point ● Gather Your Information 	<p>L.6.2 L.6.5 L.6.5.c W.6.4 W.6.5 W.6.9</p>	<p>Identify connotations of words.</p> <p>Write using correct grammar, spelling, and mechanics.</p> <p>Define common Latin and Greek roots and affixes.</p> <p>Determine evidence that supports each reason.</p> <p>Write a persuasive essay with a clear introduction, body, and conclusion.</p> <p>Use feedback from others to plan, draft, or revise writing.</p>

<ul style="list-style-type: none"> ● Writing Road Map ● Writing Workshop 7 ● Wordplay 3 ● Poetry ● Seventeen Syllables ● Seasons ● Nature's Beauty ● Gibberish and Hype ● We Love Oysters! ● Songs in Poetry ● Module Review ● Module Exam 	<p>W.6.9a W.6.9b RI.6.6 RI.6.10</p>	<p>Summarize main arguments and the thesis statement in a concluding statement or section.</p> <p>Identify examples of figurative language from a variety of texts: Alliteration, Hyperbole, Onomatopoeia.</p> <p>Recognize the effect of poetic devices, such as sentence structure, line length, and punctuation.</p>
<p>Unit 10 Directions and Drama</p> <ul style="list-style-type: none"> ● Directions and Drama ● How To ● What's My Topic ● Be Specific ● Visualize How It's Done ● Reading Drama ● Disguise ● Love Triangles ● Discovering Shakespeare ● Wordplay 4 ● All the World's a Stage ● Folly ● Happy Endings ● What You Will ● Writing Workshop 8 ● Literature Study 13 ● Selflessness 	<p>RI.6.4 L.6.4 L.6.4.d L.6.5b L.6.6 W.6.8 SL.6.2</p>	<p>Determine the purpose in the sequence of information in an informational text.</p> <p>Write a how-to essay using second-person point of view.</p> <p>Compare and contrast text with visual or aural presentation</p> <p>Use vocabulary in writing which is appropriate for the topic, audience and purpose.</p> <p>Distinguish between words' nuances based on their use in written English by using references. Identify details, facts, examples, or anecdotes using textual support that describe a key individual, event, or idea. Draw conclusions and make inferences of implied information using textual support as evidence.</p>

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| <ul style="list-style-type: none">• Love• Listening• Friendship• Module Review• Module Exam | | |
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