

Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	LA
Course ID	AC01034-6	Grade Level	6
Course Name	Grade 6 Language Arts/Reading-CCSS	# of Credits	1
SCED Code	01034	Curriculum Type	Acellus

COURSE DESCRIPTION

In Acellus Grade 6 Language Arts/Reading provides lessons for students to discover the basic elements of literature in a variety of literary and informational texts. Lessons guide students to look for key ideas and reinforcing details in literature and then learn how to effectively communicate ideas in their own work. The course provides review and practice of the conventions of standard English in grammar, spelling, and vocabulary.

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.6.9	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.
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.6.7	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.6.10	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 grade 6 topics, texts, and issues, 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.6.4	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.
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., myself, ourselves).

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.6.2	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 grade 6 reading and content, 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., audience, auditory, audible).	
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.c	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	
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

Unit 1 – Short Story – Elements	RL.6.1; RL.6.3; RL.6.5; RL.6.6; RL.6.9; RI.6.6; L.6.1; L.6.1.a; L.6.1.b; L.6.1.c; L.6.1.d; L.6.1.e	In this unit students learn about the short story, including characterization and character traits, conflict, point-of-view, plot, making predictions, narrative, and summarization. They also learn about poetry, and comparing and contrasting genres, as well as pronoun types, pronoun shifts, intensive pronouns, and using writing to show, not to tell.
Unit 2 – Vocabulary Building Strategies	RL.6.4; RL.6.5; RL.6.10; RI.6.4; W.6.4; W.6.10; L.6.2b; L.6.2; L.6.2.a; L.6.4; L.6.4.a; L.6.4.b; L.6.5.c	In this unit students study the short story, Lomax. Using this story, they learn about word impact on meaning and tone, and scene-to-overall structure. Students also come to understand denotation and connotation, synonyms, antonyms, using a Frayer Model, words with multiple meanings, prefixes, suffixes, and word roots. Students are also given are spelling tips, and context clues including definitions, synonyms, antonyms, and examples.
Unit 3 – Reading for Meaning	RL.6.1; RL.6.2; RL.6.6; RL.6.7; RL.6.10; RI.6.1; RI.6.4; RI.6.6; RI.6.8; RI.6.10; W.6.4; W.6.10; L.6.4.c; L.6.6	In this unit students learn to recognize the genres folktale, fable, and myth. Using the folktale The Fox and the Crow, students learn to recognize theme and learn about reading graphic stories and using inference and conclusions. Using the story of The Three Little Pigs, students discover perspective and comparing and contrasting genres, and using the essay Eulogy of a Dog, students investigate vocabulary, author's purpose, and persuasive techniques. In addition, using the biographical story of Corrie ten Boom, students learn about tone.
Unit 4 – Figurative Language and Narrative Writing	RL.6.4; RL.6.10; W.6.3; W.6.3.a; W.6.3.b; W.6.3.c; W.6.3.d; W.6.3.e; W.6.4; W.6.10; L.6.5; L.6.5.a; L.6.6	In this unit students study poetry, learning to identify alliteration, similes, metaphors, rhyme and rhythm, and personification. They go on to learn about onomatopoeia in graphic stories, and vocabulary, hyperbole, and idiom in drama. Further, students come to understand preview in narrative writing, how to "lay the groundwork" in a story, story development, details – including parentheticals and nonrestrictive elements – and how to conclude a story well.
Unit 5 – Reading for Information	RL.6.2; RL.6.9; RI.6.2; RI.6.5; RI.6.9; RI.6.10; W.6.3; W.6.3.a; W.6.3.b; W.6.3.c; W.6.3.d; W.6.3.e; W.6.5; W.6.4; W.6.10; L.6.6	In this unit students learn the differences between informational and narrative text, as well as learning to recognize sequence, description, and comparing/contrasting in an essay. Students also study cause/effect, problem/solution, main idea, supporting details, fact/opinion, and summarization in an article; and comparing and contrasting authors in biography and autobiography.
Unit 6 – Argument and Persuasion	RL.6.9; RI.6.1; RI.6.2; RI.6.1.3; RI.6.7; RI.6.8; RI.6.9; RI.6.10; W.6.1; W.6.1.a; W.6.1.b; W.6.1.c W.6.1.d; W.6.1.e; W.6.4; W.6.5; W.6.10; SL.6.1; SL.6.1.a; SL.6.1.b; SL.6.1.c; L.6.3	In this unit students examine argument. They learn what an argument is, claim and evidence in an article, comparing and contrasting author implications through photos, discussion types, and five discussion steps.

Unit 7 – Real-World Reading Skills	W.6.4; W.6.10; L.6.2.a; L.6.4; L.6.4.c; L.6.4.d	In this unit students learn about text features, skimming, scanning, commonly-confused words, dictionary skills, and combining sentences. They go on to learn about conjunctions, sentence fragments, commonly misspelled words, subject-verb agreement, end-of-sentence punctuation, commas, apostrophes, titles, number, and capitalization.
Unit 8 – Informative Writing	W.6.2; W.6.2.a; W.6.2.b; W.6.2.c; W.6.2.d; W.6.2.e; W.6.2.f; W.6.4; W.6.5; W.6.7; W.6.8; W.6.10	In this unit students learn the traits of formalized writing. They learn the four-square writing approach for formatting a paper, and they learn how to choose a topic/main idea, add supporting details to a paper, write a thesis, and add supporting details to paragraphs. They also learn to add transition words and personal stories, how to write an introduction, how to "hook" one's readers, write a conclusion, and draft and finalize their papers.
Unit 9 – Reading Across Genres	RL.6.3; RL.6.4; RL.6.5; RL.6.10; RI.6.7; W.6.4; W.6.10; L.6.4.d; L.6.6	In this unit, students use the short story Shooting Stars to expand their vocabulary and to learn about using setting, shades of meaning, imagery, motivation, actions, and relationships. They also learn verb tense; action, helping, and linking verbs; and how to integrate information.
Unit 10 – Research and Persuasion	RI.6.7; W.6.1; W.6.1.a; W.6.1.b; W.6.1.c W.6.1.d; W.6.1.e; W.6.4; W.6.5; W.6.7; W.6.8; SL.6.4; L.6.3	In this unit students learn to research a topic and write a persuasive essay, including identifying a topic, doing research and gathering information, and reflecting on new information. They further learn planning, drafting, revising, editing, publishing, and presenting a persuasive essay.