

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District #1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA6AV	Grade Level	6
Course Name	Intermediate Language Skills A Literature	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Grade 6 Language Arts 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 sharpen 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 through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

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	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.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	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.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	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	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.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	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	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.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	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.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 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	Apply grade 6 Reading standards 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	Apply grade 6 Reading standards 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 grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.6.1.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	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.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	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	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1.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	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/ listener interest, and style.
L.6.3.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	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	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	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	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	Interpret figures of speech (e.g., personification) in context.
L.6.5.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	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, 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
<p>Unit 1: Participating in Discussions</p> <p>1: Participating in Discussions</p> <p>2: Have a Discussion</p>	<p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p>	<p>Unit 1: Participating in Discussions</p> <p>Students will be able to:</p> <p>Compare and contrast works from different time periods to understand the effect of culture on works of literature.</p> <p>Explain how to paraphrase to review key ideas</p> <p>Recognize strategies for preparing for discussions.</p> <p>Recognize effective use of questions and answers in a discussion.</p> <p>Identify appropriate rules, goals, and deadlines for a specific discussion.</p> <p>Identify comments that contribute to a discussion topic by drawing upon evidence and detail.</p> <p>Use evidence to support ideas during discussions.</p> <p>Reflect and paraphrase key ideas and different perspectives from discussions.</p> <p>Prepare for discussions by studying required material.</p> <p>Define roles and set goals and deadlines for discussions.</p>
<p>Unit 2 Lessons Learned</p> <p>1: The Stone</p> <p>2: "The Three Brass Pennies": Session 1</p> <p>3: "The Three Brass Pennies": Session 2</p> <p>4: "The Magic Prison": Session 1</p> <p>5: "The Magic Prison": Session 2</p> <p>6: "Kaddo's Wall"</p> <p>7: "The Story of Baba Abdalla"</p> <p>8: Reflection</p> <p>9: Unit Assessment</p> <p>10: (Optional) Your Choice</p>	<p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.10</p>	<p>Unit 2 Lessons Learned</p> <p>Students will be able to:</p> <p>Identify character traits and motivations.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Compare and contrast works from different time periods to understand the effect of culture on works of literature. Identify theme.</p> <p>Identify character traits and motivations.</p> <p>Identify foreshadowing.</p> <p>Identify character traits and motivations.</p> <p>Interpret symbolism.</p> <p>Compare and contrast literary selections and characters.</p> <p>Recognize universal themes and connect them to multiple cultures, time periods, and genres.</p>

<p>Unit 3 Animals and Their People</p> <p>1: Zlateh the Goat</p> <p>2: The Black Snake and "A Narrow Fellow..."</p> <p>3: How a Cat Played Robinson Crusoe: Session 1</p> <p>4: How a Cat Played Robinson Crusoe: Session 2</p> <p>5: Ode to Mi Gato and "The Cat and the Moon"</p> <p>6: The Naming of Cats & "The Rum Tum Tugger"</p> <p>7: Reflection</p> <p>8: Stray</p> <p>9: Lone Dog and "Vern"</p> <p>10: The Dog of Pompeii: Session 1</p> <p>11: The Dog of Pompeii: Session 2</p> <p>12: Reflection</p> <p>13: Unit Assessment</p>	<p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.10</p>	<p>Unit 3 Animals and Their People</p> <p>Students will be able to:</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Identify theme.</p> <p>Interpret symbolism.</p> <p>Compare and contrast text with visual or aural presentation.</p> <p>Identify metaphor.</p> <p>Identify alliteration. Identify simile.</p> <p>Identify onomatopoeia. Identify speaker.</p> <p>Recognize the effect of poetic devices, such as sentence structure and punctuation.</p> <p>Compare and contrast poems.</p> <p>Identify cause and effect relationships.</p> <p>Identify conflict and resolution.</p> <p>Compare and contrast literary selections.</p> <p>Recognize rhythm.</p> <p>Analyze how language conveys mood.</p> <p>Recognize third person point of view.</p> <p>Recognize first person point of view.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Make inferences and draw conclusions about story elements and relationship to one another.</p> <p>Distinguish fact from fiction.</p>
<p>Unit 4 Animal Adventures</p> <p>1: Are Dogs Dumb?</p> <p>2: The Day the Gulls Went Crazy</p> <p>3: Reflection</p> <p>4: Close Encounters of the Bear Kind</p> <p>5: Reflection</p> <p>6: Unit Assessment</p>	<p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.10</p>	<p>Unit 4 Animal Adventures</p> <p>Students will be able to:</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Formulate opinion and personal response.</p> <p>Recognize author's purpose and devices.</p> <p>Identify characteristics of nonfiction.</p> <p>Recognize author's attitude or tone.</p> <p>Make inferences and draw conclusions.</p> <p>Compare and contrast selections.</p> <p>Formulate opinion and personal response.</p> <p>Demonstrate comprehension of text.</p>

<p>Unit 5 Myths of Ancient Greece and Rome</p> <p>1: Greek Myths: Windows... & "The Things that Haven't....."</p> <p>2: Perseus and the Quest...: Session 1</p> <p>3: Perseus and the Quest: Session 2</p> <p>4: Atalanta, the Fleet-Footed Huntress</p> <p>5: The Adventures of Theseus: Session 1</p> <p>6: The Adventures of Theseus: Session 2</p> <p>7: Jason and the Golden Fleece: Session 1</p> <p>8: Jason and the Golden Fleece: Session 2</p> <p>9: Baucis and Philemon & "How Do I Love Thee?"</p> <p>10: Damon and Pythias and "Friendship"</p> <p>11: The Dog of Pompeii: Session 2</p> <p>12: Review and Reflect</p> <p>13: Unit Assessment</p>	<p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.10</p>	<p>Unit 5 Myths of Ancient Greece and Rome</p> <p>Students will be able to:</p> <p>Compare and contrast literary selections and characters.</p> <p>Identify character traits and motivations.</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify conflict and resolution.</p> <p>Identify character traits and motivations.</p> <p>Make inferences and draw conclusions.</p> <p>Identify theme.</p> <p>Identify foreshadowing.</p> <p>Explore knowledge and skills taught in this course.</p>
<p>Unit 6 Critical Skills Assignment</p> <p>1: Critical Reading and Narrative Writing 1</p> <p>2: Critical Reading and Narrative Writing 2</p> <p>3: Critical Reading and Narrative Writing 3</p>	<p>RL.6.1</p> <p>RL.6.2</p> <p>W.6.3.a-e</p> <p>W.6.10</p>	<p>Unit 6 Critical Skills Assignment</p> <p>Students will be able to:</p> <p>Read several passages and answer multiple choice questions about them.</p> <p>Write short answers to questions that include examples or support from the story.</p> <p>Write a multi-paragraph essay.</p>
<p>Unit 7 Life Stories: Creative Lives</p> <p>1:The Child of Urbino</p> <p>2:Beethoven's Moonlight Sonata</p> <p>3:Mary Cassatt: Artist and Trailblazer</p> <p>4:Young Pablo Casals</p> <p>5:Marian Anderson Sings</p> <p>6:New Lesson: Research an Artist</p> <p>7:New Lesson: Write About an Artist</p> <p>8:New Lesson: Finalize Writing</p> <p>9:Reflection</p> <p>10:Unit Assessment</p> <p>11:Recitation</p> <p>12:(Optional) Your Choice</p>	<p>L.6.1</p> <p>L.6.1.a-e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3.a-b</p> <p>L.6.4</p> <p>L.6.4.a</p> <p>L.6.4 c-d</p> <p>L.6.5</p> <p>L.6.5.b-c</p> <p>L.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.4</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.7</p> <p>RL.6.10</p> <p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>W.6.1</p> <p>W.6.1.a-e</p> <p>W.6.2.a-f</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.9</p> <p>W.6.9.a</p> <p>W.6.10</p>	<p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Identify character traits and motivations.</p> <p>Form opinions and personal responses after reading.</p> <p>Make inferences and draw conclusions.</p> <p>Compare and contrast two authors' presentations of events.</p> <p>Compare and contrast characters and individuals from literary selections.</p> <p>Identify examples of various media sources such as visual images (e.g., graphic art, illustrations, news photographs)</p> <p>Summarize and paraphrase information from sources.</p> <p>Answer a research question.</p> <p>Describe a topic or issue using supporting evidence from graphic and text sources.</p> <p>Develop a research question.</p> <p>Identify appropriate research materials or sources.</p> <p>Evaluate information about a topic and select the content that best convey ideas about the topic.</p> <p>Reorganize information into an outline.</p> <p>Explain how information in diverse media or formats contributes to a topic, text, or issue.</p> <p>Identify appropriate ways to present information in different media or formats to clarify or enhance information about a topic.</p> <p>Use a consistent pattern of organization to develop the essay.</p> <p>Use appropriate subjects and features of comparison.</p> <p>Use complete sentences and correct capitalization, punctuation, and spelling.</p> <p>Use transitions that indicate similarities and differences.</p> <p>Include different media or use various formats for information to clarify ideas or concepts in writing.</p> <p>Write a comparison and contrast essay that has an introduction, thesis statement, body, and conclusion.</p> <p>Maintain a consistent tone.</p>

		<p>Describe a topic or issue using supporting evidence from graphic and text sources.</p> <p>Write an informative or explanatory text.</p> <p>Listen in order to understand topic, purpose, and perspective in spoken texts (poetry).</p> <p>Use strategies to enhance listening comprehension.</p> <p>Make oral presentations.</p> <p>Evaluate strategies used by speakers in oral presentations.</p> <p>Use appropriate verbal and nonverbal techniques for oral presentations.</p> <p>Explore knowledge and skills taught in this course.</p>
<p>Unit 8 CHOICE NOVEL:</p> <p>1:Tom Sawyer/Secret Garden Session 1</p> <p>2:Tom Sawyer/Secret Garden Session 2</p> <p>3:Tom Sawyer/Secret Garden Session 3</p> <p>4:Tom Sawyer/Secret Garden Session 4</p> <p>5:Tom Sawyer/Secret Garden Session 5</p> <p>6:Tom Sawyer/Secret Garden Session 6</p> <p>7:Tom Sawyer/Secret Garden Session 7</p> <p>8:Tom Sawyer/Secret Garden Session 8</p> <p>9:Tom Sawyer/Secret Garden Session 9</p> <p>10:Tom Sawyer/Secret Garden Session 10</p> <p>11:Tom Sawyer/Secret Garden Session 11</p> <p>12:Tom Sawyer/Secret Garden Session 12</p> <p>13:Tom Sawyer/Secret Garden Session 13</p> <p>14:Tom Sawyer/Secret Garden Session 14 (Optional)</p> <p>Your Choice</p>	<p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.10</p>	<p>Unit 8 CHOICE NOVEL:</p> <p>Students will be able to:</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Demonstrate comprehension of text.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them.</p> <p>Describe characters based on speech, action, or interactions with others.</p> <p>Explore knowledge and skills taught in this course.</p> <p>Demonstrate comprehension of text.</p>
<p>Unit 9 Critical Skills Assignment</p> <p>1:Critical Reading and Informative Writing 1</p> <p>2:Critical Reading and Informative Writing 2</p> <p>3:Critical Reading and Informative Writing 3</p>	<p>RI.6.1</p> <p>RI.6.2</p> <p>W.6.2.a-e</p> <p>W.6.10</p>	<p>Unit 9 Critical Skills Assignment</p> <p>Students will be able to:</p> <p>Read several passages and answer multiple choice questions about them.</p> <p>Write short answers to questions that include examples or support from the story.</p> <p>Write a multi-paragraph essay.</p>
<p>Unit 10 Favorites from Famous Books: The Jungle Book</p> <p>1: Introduction & "The Law of the Jungle"</p> <p>2: Mowgli's Brothers: Session 1</p> <p>3: Mowgli's Brothers: Session 2</p> <p>4: The Jungle Book: Reflection</p> <p>5: Tiger-- Tiger!: Session 1</p> <p>6: Tiger-- Tiger!: Session 2</p> <p>7: The Tyger & Reflection</p> <p>8: Unit Assessment</p>	<p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.10</p>	<p>Unit 10 Favorites from Famous Books: The Jungle Book</p> <p>Students will be able to:</p> <p>Identify character traits and motivations.</p> <p>Interpret symbolism.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Identify climax.</p> <p>Describe characters based on speech, actions, or interactions with others.</p>

<p>Unit 11 Semester Review and Assessment</p> <p>1: Recitation</p> <p>2: Semester Review</p> <p>3: Semester Review</p> <p>4: (Optional) Your Choice</p>	<p>L.6.1</p> <p>L.6.1.a-e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3.a-b</p> <p>L.6.4</p> <p>L.6.4.a</p> <p>L.6.4 c-d</p> <p>L.6.5</p> <p>L.6.5.b-c</p> <p>L.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.4</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.7</p> <p>RL.6.10</p> <p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>W.6.1</p> <p>W.6.1.a-e</p> <p>W.6.2.a-f</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.9</p> <p>W.6.9.a</p> <p>W.6.10</p>	<p>Unit 11 Semester Review and Assessment</p> <p>Students will be able to:</p> <p>Use strategies to enhance listening comprehension.</p> <p>Make oral presentations.</p> <p>Evaluate strategies used by speakers in oral presentations.</p> <p>Use appropriate verbal and nonverbal techniques for oral presentations.</p> <p>Identify character traits and motivations.</p> <p>Identify alliteration.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Compare and contrast literary selections and characters.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Identify characteristics of nonfiction.</p> <p>Identify climax.</p> <p>Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature.</p> <p>Identify author's purpose.</p> <p>Identify metaphor.</p> <p>Identify simile.</p> <p>Recognize devices used by an author to achieve the purpose, including language, organization, or structure.</p> <p>Identify dialect.</p> <p>Identify mood.</p> <p>Identify cause and effect.</p> <p>Identify symbolism.</p> <p>Explore knowledge and skills taught in this course.</p> <p>Use multimedia and visuals to clarify information in presentations.</p> <p>Compare and contrast characters and individuals from literary selections.</p> <p>Identify character traits and motivations.</p> <p>Identify alliteration.</p> <p>Demonstrate comprehension of text.</p> <p>Compare and contrast different authors' presentation of events.</p>
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<p>Unit 12 You Need to Make a Choice</p> <p>0700 L From the Mixed-up Files of Mrs. Basil E. Frankweiler</p> <p>0740 L A Wrinkle in Time by Madeleine L'Engle</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0750 L The Outsiders by S.E. Hinton</p> <p>0770 L War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier</p> <p>0810 L My Side of the... by George, Jean Craighead</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0860 L The Fellowship of the Ring by J.R.R. Tolkien</p> <p>0870 L Dragonwings by Laurence Yep</p> <p>0910 L Old Yeller</p> <p>0920 L Roll of Thunder, Hear My Cry</p> <p>0940 L The Lion, the Witch, and the... by Lewis, C.S.</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>1090 L The Hound of the Baskervilles by Sir Arthur Conan Doyle</p> <p>0920 L The Dark Is Rising</p> <p>0740 L The Martian Chronicles by Ray Bradbury</p> <p>0760 L The Bronze Bow by Elizabeth George Speare</p> <p>0770 L The Book of Three by Alexander, Lloyd</p> <p>0770 L The Sign of the Beaver by Speare, Elizabeth G.</p> <p>0770 L Tuck Everlasting by Babbitt, Natalie</p> <p>0860 L The Cay by Theodore Taylor</p> <p>0880 L Jacob Have I Loved by Katherine Patterson</p> <p>0990 L Anne of Green Gables by Montgomery, Lucy Maud</p> <p>1000 L Island of the Blue Dolphins</p> <p>1010 L Ben and Me: by Lawson, Robert</p> <p>1100 L Across Five Aprils</p> <p>1170 L Catherine, Called Birdy</p> <p>1170 L The War of the Worlds</p> <p>1260 L The Swiss Family Robinson</p> <p>1320 L The Incredible Journey</p> <p>0990 L The Door in the Wall by de Angeli, Marguerite</p>	<p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.10</p> <p>SL.6.1</p> <p>SL.6.1.a-d</p>	<p>Unit 12 You Need to Make a Choice</p> <p>Students will be able to:</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Demonstrate comprehension of text.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them.</p> <p>Explore knowledge and skills taught in this course.</p> <p>Demonstrate comprehension of text.</p>
<p>Unit 13 A Matter of Justice</p> <p>1: The Wisdom of Solomon</p> <p>2: A Just Judge</p> <p>3: Ooka and the Honest Thief</p> <p>4: Reflection</p> <p>5: The Convict and the Bishop: Session 1</p> <p>6: The Convict and the Bishop: Session 2</p> <p>7: The Convict and the Bishop: Session 1</p> <p>8: Mohandas Gandhi: Truth in Action</p> <p>9: 'Equal Justice Under Law': Thurgood Marshall</p> <p>10: Reflection</p> <p>11: Unit Assessment</p> <p>12: (Optional) Your Choice</p>	<p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.10</p>	<p>Unit 13 A Matter of Justice</p> <p>Students will be able to:</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Identify character traits and motivations.</p> <p>Make inferences and draw conclusions.</p> <p>Describe characters by speech, actions, or interactions with others.</p> <p>Form opinions and personal responses after reading.</p> <p>Identify irony.</p> <p>Identify character traits and motivations.</p> <p>Compare and contrast literary characters and selections.</p> <p>Demonstrate knowledge of authors, characters, and events of historically or culturally significant works.</p> <p>Compare and contrast literary characters and selections.</p> <p>Recognize devices used by an author to achieve the purpose, including language, organization, or structure.</p> <p>Explore knowledge and skills taught in this course.</p>

<p>Unit 14 Stories of Our Time</p> <p>1: Thank You, M'am: Session 1</p> <p>2: Thank You, M'am: Session 2</p> <p>3: The Circuit: Session 1</p> <p>4: The Circuit: Session 2</p> <p>5: The Bracelet: Session 1</p> <p>6: The Bracelet: Session 2</p> <p>7: The Strangers That Came to Town: Session 1</p> <p>8: The Strangers That Came to Town: Session 2</p> <p>9: Review and Writing a Literary Essay: Session 1</p> <p>10: Writing a Literary Essay: Session 2</p> <p>11: Writing a Literary Essay: Session 3</p> <p>12: Writing a Literary Essay: Session 4</p> <p>13: Writing a Literary Essay: Session 5</p> <p>14: (Optional) Your Choice</p> <p>15: (Optional) Your Choice</p>	<p>L.6.1</p> <p>L.6.1.a-e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3.a-b</p> <p>L.6.4</p> <p>L.6.4.a</p> <p>L.6.4.c-d</p> <p>L.6.5</p> <p>L.6.5.b-c</p> <p>L.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.4</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.7</p> <p>RL.6.10</p> <p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>W.6.1</p> <p>W.6.1.a-e</p> <p>W.6.2.a-f</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.9</p> <p>W.6.9.a</p> <p>W.6.10</p>	<p>Unit 14 Stories of Our Time</p> <p>Students will be able to:</p> <p>Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.</p> <p>Formulate opinions and personal responses after reading.</p> <p>Identify character traits and motivations.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify conflict and resolution.</p> <p>Identify elements of a short story.</p> <p>Identify climax.</p> <p>Recognize use of language to convey mood.</p> <p>Recognize use of dialect.</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Recognize use of language to convey mood.</p> <p>Identify symbolism.</p> <p>Identify theme.</p> <p>Recognize use of dialect.</p> <p>Identify the effect of first-person point of view.</p> <p>Use transitions to connect ideas.</p> <p>Write an essay that contains an introduction, thesis statement, supporting paragraphs, and conclusion.</p> <p>Use and maintain a tone appropriate to the audience and purpose.</p> <p>Use an effective pattern of organization.</p> <p>Use complete sentences and correct capitalization, punctuation, and spelling.</p> <p>Revise, proofread, and publish an essay.</p>
<p>Unit 15: Critical Skills Assignment</p> <p>1: Critical Reading and Argument Writing 1</p> <p>2: Critical Reading and Argument Writing 2</p> <p>3: Critical Reading and Argument Writing 3</p>	<p>RL.6.1</p> <p>RL.6.2</p> <p>W.6.1.a-e</p> <p>W.6.10</p>	<p>Unit 15: Critical Skills Assignment</p> <p>Students will be able to:</p> <p>Read several passages and answer multiple choice questions about them.</p> <p>Write short answers to questions that include examples or support from the story.</p> <p>Write a multi-paragraph essay.</p>
<p>Unit 16: To Everything There Is a Season</p> <p>1: "Waiting" and "Something Told the Wild Geese"</p> <p>2: "Do You Want to Write Haiku?"</p> <p>3: Six Haiku</p> <p>4: "The Pasture," "A Wintry Sonnet," and "The Morns Are Meeker..."</p> <p>5: "The Storm" and "Swift Things Are Beautiful"</p> <p>6: "I Wandered Lonely as a Cloud" and "Until I Saw the Sea"</p> <p>7: "To Everything There Is a Season" and Review</p> <p>8: Unit Assessment</p> <p>9: (Optional) Your Choice</p>	<p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.4</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.7</p> <p>RL.6.8</p> <p>RL.6.10</p> <p>SL.6.1.a-d</p> <p>SL.6.3</p>	<p>Unit 16: To Everything There Is a Season</p> <p>Students will be able to:</p> <p>Compare and contrast literary characters and selections.</p> <p>Identify and interpret the use of figurative language.</p> <p>Recognize use of language to convey mood.</p> <p>Identify alliteration.</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Identify characteristics of haiku.</p> <p>Identify speaker.</p> <p>Identify theme.</p> <p>Identify personification.</p> <p>Identify rhythm.</p> <p>Identify rhyming couplets.</p> <p>Explore knowledge and skills taught in this course.</p>

<p>Unit 17: You Need To Make A Choice</p> <p>0700 L From the Mixed-up Files of Mrs. Basil E. Frankweiler</p> <p>0740 L A Wrinkle in Time by Madeleine L'Engle</p> <p>0740 L Walk Two Moons by Sharon Creech</p> <p>0750 L The Outsiders by S.E. Hinton</p> <p>0770 L War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier</p> <p>0810 L My Side of the... by George, Jean Craighead</p> <p>0840 L Johnny Tremain by Esther Forbes</p> <p>0860 L The Fellowship of the Ring by J.R.R. Tolkien</p> <p>0870 L Dragonwings by Laurence Yep</p> <p>0910 L Old Yeller</p> <p>0920 L Roll of Thunder, Hear My Cry</p> <p>0940 L The Lion, the Witch, and the... by Lewis, C.S.</p> <p>0950 L Bud, Not Buddy</p> <p>0970 L White Fang</p> <p>1030 L 20,000 Leagues Under the Sea by Jules Verne</p> <p>1090 L The Hound of the Baskervilles by Sir Arthur Conan Doyle</p> <p>0920 L The Dark Is Rising</p> <p>0740 L The Martian Chronicles by Ray Bradbury</p> <p>0760 L The Bronze Bow by Elizabeth George Speare</p> <p>0770 L The Book of Three by Alexander, Lloyd</p> <p>0770 L The Sign of the Beaver by Speare, Elizabeth G.</p> <p>0770 L Tuck Everlasting by Babbitt, Natalie</p> <p>0860 L The Cay by Theodore Taylor</p> <p>0880 L Jacob Have I Loved by Katherine Patterson</p> <p>0990 L Anne of Green Gables by Montgomery, Lucy Maud</p> <p>1000 L Island of the Blue Dolphins</p> <p>1010 L Ben and Me: by Lawson, Robert</p> <p>1100 L Across Five Aprils</p> <p>1170 L Catherine, Called Birdy</p> <p>1170 L The War of the Worlds</p> <p>1260 L The Swiss Family Robinson</p> <p>1320 L The Incredible Journey</p>	<p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.10</p> <p>SL.6.1</p> <p>SL.6.1.a-d</p>	<p>Unit 17: You Need To Make A Choice</p> <p>Students will be able to:</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify conflict and resolution.</p> <p>Identify theme.</p> <p>Demonstrate comprehension of text.</p> <p>Determine what characters are like by what they say or do, or how the author portrays them.</p> <p>Explore knowledge and skills taught in this course.</p> <p>Demonstrate comprehension of text.</p>
<p>Unit 18: Stuff and Nonsense</p> <p>1: "What's Black and White and Red All Over?"</p> <p>2: "A Thousand Years of Guessing"</p> <p>3: Alice's Adventures in Wonderland: Session 1</p> <p>4: Alice's Adventures in Wonderland: Session 2</p> <p>5: Alice's Adventures in Wonderland: Session 3</p> <p>6: Alice's Adventures in Wonderland: Session 4</p> <p>7: "The Walrus and the Carpenter"</p> <p>8: "A Selection of Limericks"</p> <p>9: A Little Nash Menagerie</p> <p>10: Unit Assessment</p>	<p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.10</p>	<p>Unit 18: Stuff and Nonsense</p> <p>Students will be able to:</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Formulate opinion and personal response.</p> <p>Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.</p> <p>Make inferences and draw conclusions.</p> <p>Identify defining characteristics of the text.</p> <p>Compare and contrast literary characters and selections.</p> <p>Recognize author's attitude or tone.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify conflict and resolution.</p> <p>Identify meter.</p> <p>Recognize poetic devices including rhyme, syllabification, and meter.</p> <p>Identify the characteristics of a nonsense poem.</p> <p>Identify the characteristics of a limerick.</p> <p>Identify rhythm and rhyme scheme.</p> <p>Explore knowledge and skills taught in this course.</p>

<p>Unit 19: Twelfth Night</p> <p>1: Twelfth Night: Act I</p> <p>2: Twelfth Night: Act II</p> <p>3: Twelfth Night: Act III</p> <p>4: All the World's a Stage</p> <p>5: Twelfth Night: Act IV</p> <p>6: Twelfth Night: Act V</p> <p>7: Reflection, or What You Will</p> <p>8: Unit Assessment</p> <p>9: (Optional) Your Choice</p>	<p>L.6.1</p> <p>L.6.2</p> <p>L.6.4</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.4</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.7</p> <p>RL.6.10</p> <p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p>	<p>Unit 19: Twelfth Night</p> <p>Students will be able to:</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Identify defining characteristics of drama.</p> <p>Describe characters based on speech, actions, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Identify theme.</p> <p>Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature.</p> <p>Compare and contrast text with visual or aural presentation.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Identify and interpret the use of subplots.</p> <p>Identify conflict and resolution.</p> <p>Recognize use of language to convey mood.</p> <p>Explore knowledge and skills taught in this course.</p>
<p>Unit 20: Stories from the Bible</p> <p>1: "Moses: The Long Journey Through the Wilderness"</p> <p>2: "The Fiery Furnace"</p> <p>3: "The Good Samaritan"</p> <p>4: Reflection</p> <p>5: Unit Assessment</p>	<p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.10</p>	<p>Unit 20: Stories from the Bible</p> <p>Students will be able to:</p> <p>Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature.</p> <p>Describe characters based on speech, action, or interactions with others.</p> <p>Identify character traits and motivations.</p> <p>Contribute meaningfully to group discussions by being prepared for discussion, drawing on preparation, explaining own ideas, building upon others' comments, and asking questions.</p> <p>Analyze connections between literature and life.</p> <p>Identify conflict and resolution.</p> <p>Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.</p> <p>Compare and contrast literary characters and selections.</p>

<p>Unit 21: Semester Review and Assessment</p> <p>1: Recitation</p> <p>2: Semester Review</p> <p>3: Semester Assessment</p>	<p>L.6.1</p> <p>L.6.1.a-e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3.a-b</p> <p>L.6.4</p> <p>L.6.4.a</p> <p>L.6.4.c-d</p> <p>L.6.5</p> <p>L.6.5.b-c</p> <p>L.6.6</p> <p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p> <p>RL.6.4</p> <p>RL.6.5</p> <p>RL.6.6</p> <p>RL.6.7</p> <p>RL.6.10</p> <p>SL.6.1</p> <p>SL.6.1.a-d</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.6</p> <p>W.6.1</p> <p>W.6.1.a-e</p> <p>W.6.2.a-f</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.9</p> <p>W.6.9.a</p> <p>W.6.10</p>	<p>Unit 21: Semester Review and Assessment</p> <p>Students will be able to:</p> <p>Use strategies to enhance listening comprehension.</p> <p>Use appropriate verbal and nonverbal techniques for oral presentations.</p> <p>Evaluate strategies used by speakers in oral presentations.</p> <p>Make oral presentations.</p> <p>Revise, proofread, and publish an essay.</p> <p>Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature.</p> <p>Identify speaker.</p> <p>Identify alliteration.</p> <p>Make inferences and draw conclusions.</p> <p>Identify conflict and resolution.</p> <p>Identify irony.</p> <p>Compare and contrast literary characters and selections.</p> <p>Identify and interpret the use of subplots.</p> <p>Identify and interpret the use of figurative language.</p> <p>Identify characteristics of haiku.</p> <p>Identify personification.</p> <p>Identify character traits and motivations.</p> <p>Describe characters by speech, actions, or interactions with others.</p> <p>Recognize author's attitude or tone.</p> <p>Recognize the effect of setting or culture on a literary work.</p> <p>Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure.</p> <p>Identify defining characteristics of the text.</p> <p>Recognize use of language to convey mood.</p> <p>Demonstrate comprehension of text.</p> <p>Identify theme.</p> <p>Use an effective pattern of organization.</p> <p>Write an essay that contains an introduction, thesis statement, supporting paragraphs, and conclusion.</p> <p>Use complete sentences and correct capitalization, punctuation, and spelling.</p>
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Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District #1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA6AV	Grade Level	6
Course Name	Intermediate Language Skills A Composition	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Grade 6 Language Arts 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 sharpen 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 through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

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	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.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	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.

W.6.1.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	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	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.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	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	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.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	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.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 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	Apply grade 6 Reading standards 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	Apply grade 6 Reading standards 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 grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
SL.6.1.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	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.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	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	Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1.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	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/ listener interest, and style.
L.6.3.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	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	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	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	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	Interpret figures of speech (e.g., personification) in context.
L.6.5.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	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, 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: Introduction to the Paragraph 1: Parts of a Paragraph 2: Paragraph Decisions 3: Paragraph Conventions 4: Writing a Paragraph 5: Polishing a Paragraph	L.6.1 L.6.2 L.6.2.a-b L.6.3.a-b W.6.4 W.6.5 W.6.6 W.6.9 W.6.9.b W.6.10	Unit 1: Introduction to the Paragraph Students will be able to: Use transitions to connect ideas. Use complete sentences and correct capitalization, punctuation, and spelling. Write a paragraph that contains a topic sentence, supporting details, and concluding sentence. Write a paragraph that has clarity, unity, and coherence. Maintain a consistent voice and tone. Use technology to collaborate with a peer to strengthen writing. Identify and use the steps in the writing process: pre-writing, writing, and revising. Use technology to produce and publish writing. Use technology to interact and collaborate with others. Use keyboarding skills to type at least three pages in a single sitting. Use standard English while writing and speaking. Revise writing to improve expression. Recognize variations from standard English in writing and speaking.

<p>Unit 2: Personal Narrative</p> <p>1: What Is a Personal Narrative?</p> <p>2: Organizing Ideas for a Personal Narrative</p> <p>3: Using Language That Shows</p> <p>4: Writing a Personal Narrative - Session 1</p> <p>5: Writing a Personal Narrative - Session 2</p> <p>6: Polishing a Personal Narrative</p>	<p>L.6.1</p> <p>L.6.1.e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>W.6.3</p> <p>W.6.3.a,c,e</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p>	<p>Unit 2: Personal Narrative</p> <p>Students will be able to:</p> <p>Apply the conventions of grammar, usage, mechanics, and spelling.</p> <p>Write a personal narrative in chronological order.</p> <p>Write a personal narrative that focuses on a clearly defined event with a beginning, middle, and end.</p> <p>Organize paragraphs around main ideas.</p> <p>Use feedback from others to plan, draft, or revise writing.</p> <p>Identify and use the steps in the writing process: pre-writing, writing, and revising.</p> <p>Use first-person point of view, language that shows, dialogue, and transitions.</p> <p>Use technology to produce and publish writing.</p> <p>Use technology to interact and collaborate with others.</p> <p>Use keyboarding skills to type at least three pages in a single sitting.</p> <p>Use standard English while writing and speaking.</p> <p>Revise writing to improve expression.</p> <p>Recognize variations from standard English in writing and speaking.</p>
<p>Unit 3: Comparison and Contrast Essay</p> <p>1: What Is a Comparison and Contrast Essay?</p> <p>2: Planning a Comparison and Contrast Essay</p> <p>3: Organizing a Comparison and Contrast Essay</p> <p>4: Writing a Comparison and Contrast Essay</p> <p>5: Polishing a Comparison and Contrast Essay</p>	<p>L.6.1</p> <p>L.6.1.e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3.b</p> <p>L.6.5</p> <p>L.6.5.b-c</p> <p>L.6.6</p> <p>W.6.1.d</p> <p>W.6.2.a,c,e,f</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.10</p>	<p>Unit 3: Comparison and Contrast Essay</p> <p>Students will be able to:</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Write a comparison and contrast essay that has an introduction, thesis statement, body, and conclusion.</p> <p>Use appropriate subjects and features of comparison.</p> <p>Maintain a consistent tone.</p> <p>Use a consistent pattern of organization to develop the essay.</p> <p>Use keyboarding skills to type at least three pages in a single sitting.</p> <p>Use transitions that indicate similarities and differences.</p> <p>Use technology to produce and publish writing.</p> <p>Use standard English while writing and speaking.</p> <p>Use technology to interact and collaborate with others.</p> <p>Revise writing to improve expression.</p> <p>Recognize deviations from standard English in writing and speaking.</p> <p>Use complete sentences and correct capitalization, punctuation, and spelling.</p> <p>Establish and maintain a formal style in writing.</p>

<p>Unit 4: Persuasive Essay</p> <p>1: What Is a Persuasive Essay?</p> <p>2: Logical Thinking</p> <p>3: Fact and Opinion</p> <p>4: Structure of a Persuasive Essay</p> <p>5: Planning a Persuasive Essay</p> <p>6: Organizing a Persuasive Essay</p> <p>7: Writing a Persuasive Essay</p> <p>8: Revising a Persuasive Essay</p> <p>9: Proofreading and Publishing a Persuasive Essay</p> <p>10: Plan a Presentation</p> <p>11: Use Multimedia in a Presentation</p> <p>12: Presentation Skills</p> <p>13: Deliver a Presentation</p>	<p>L.6.1</p> <p>L.6.1.e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>W.6.1</p> <p>W.6.1.a,b,d</p> <p>W.6.3</p> <p>W.6.3.a,c,e</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.9.b</p> <p>W.6.10</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.5</p> <p>SL.6.6</p>	<p>Unit 4: Persuasive Essay</p> <p>Students will be able to:</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Write a persuasive essay with a strong thesis statement.</p> <p>Use vivid language and maintain a consistent tone.</p> <p>Use reasons and evidence to support the thesis statement.</p> <p>Use logical reasoning.</p> <p>Use an appropriate pattern of organization and transitions to connect ideas.</p> <p>Use technology to interact and collaborate with others.</p> <p>Use keyboarding skills to type at least three pages in a single sitting.</p> <p>Use technology to produce and publish writing.</p> <p>Use standard English while writing and speaking.</p> <p>Apply the conventions of grammar, usage, mechanics, and spelling.</p> <p>Establish and maintain a formal style in writing.</p> <p>Revise writing to improve expression.</p> <p>Recognize deviations and variations from standard English in writing and speaking.</p> <p>Use complete sentences and correct capitalization, punctuation, and spelling.</p> <p>Use details to accentuate main ideas in oral presentations.</p> <p>Sequence ideas logically in oral presentations.</p> <p>Explain how information in diverse media or formats contributes to a topic, text, or issue.</p> <p>Interpret information presented in diverse media and formats.</p> <p>Identify a speaker's argument and claims.</p> <p>Use strategies to improve expression while speaking.</p> <p>Identify appropriate speech for context or task.</p> <p>Distinguish claims that are supported with evidence from those that are not.</p> <p>Write a personal narrative in chronological order.</p> <p>Write a personal narrative that focuses on a clearly defined event with a beginning, middle, and end.</p> <p>Use first-person point of view, language that shows, dialogue, and transitions.</p> <p>Use formal English in speech when appropriate.</p> <p>Use logical sequence of ideas and appropriate details in oral presentations.</p> <p>Present claims and findings orally.</p> <p>Use multimedia and visuals to clarify information in presentations.</p> <p>Adapt speech to meet needs for context or task.</p> <p>Use appropriate eye contact, volume, and pronunciation when speaking.</p>
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<p>Unit 5: Research Report</p> <p>1: What Is a Research Report?</p> <p>2: Covering the Basics</p> <p>3: Finding Information</p> <p>4: Finding More Information</p> <p>5: Taking Notes, I</p> <p>6: Taking Notes, II</p> <p>7: Taking Notes, III</p> <p>8: Organizing the Information</p> <p>9: Making a Formal Outline</p> <p>10: Writing a Research Report, I</p> <p>11: Writing a Research Report, II</p> <p>12: Writing a Research Report, III</p> <p>13: Writing a Research Report, IV</p> <p>14: Revising a Research Report, I</p> <p>15: Revising a Research Report, II</p> <p>16: Creating a Works Cited Page</p> <p>17: Proofreading and Publishing a Research Report</p>	<p>L.6.1</p> <p>L.6.1.e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>W.6.1</p> <p>W.6.1.d</p> <p>W.6.2</p> <p>W.6.2.a,e,f</p> <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.6.9.b</p> <p>W.6.10</p>	<p>Unit 5: Research Report</p> <p>Students will be able to:</p> <p>Write a research report that has an introductory paragraph with a strong thesis statement, body paragraphs that support the thesis, and a concluding paragraph.</p> <p>Write a research report that incorporates both print and online sources.</p> <p>Maintain a consistent tone, style, and voice.</p> <p>Cite sources within the report and record the full citation on a Works Cited page.</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Use an appropriate pattern of organization.</p> <p>Maintain a consistent tone, style, and voice.</p> <p>Use standard English while writing and speaking.</p> <p>Use technology to interact and collaborate with others.</p> <p>Use keyboarding skills to type at least three pages in a single sitting.</p> <p>Use technology to produce and publish writing.</p> <p>Revise writing to improve expression.</p> <p>Recognize deviations from standard English in writing and speaking.</p> <p>Use transitions to connect ideas.</p> <p>Use complete sentences and correct capitalization, punctuation, and spelling.</p> <p>Apply the conventions of grammar, usage, mechanics, and spelling.</p> <p>Establish and maintain a formal style in writing.</p>
<p>Unit 6: How-to Essay?</p> <p>1: What Is a How-to Essay?</p> <p>2: Planning a How-to Essay</p> <p>3: Writing a How-to Essay</p> <p>4: Revising and Proofreading a How-to Essay</p> <p>5: Publishing a How-to Essay</p>	<p>L.6.1</p> <p>L.6.1.e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3</p> <p>W.6.1.d</p> <p>W.6.2</p> <p>W.6.2.a-f</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.10</p>	<p>Unit 6: How-to Essay?</p> <p>Students will be able to:</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Write a how-to essay using second-person point of view.</p> <p>Use chronological order and transitions that indicate sequence.</p> <p>Use language and tone appropriate for the audience.</p> <p>Illustrate the how-to essay with a visual or visuals.</p> <p>Include all materials and steps needed for the task and describe each step clearly.</p> <p>Use technology to interact and collaborate with others.</p> <p>Use technology to produce and publish writing.</p> <p>Use keyboarding skills to type at least three pages in a single sitting.</p> <p>Use standard English while writing and speaking.</p> <p>Use complete sentences and correct capitalization, punctuation, and spelling.</p> <p>Recognize deviations from standard English in writing and speaking.</p> <p>Use multimedia and visuals to clarify information in presentations.</p> <p>Establish and maintain a formal style in writing.</p>

<p>Unit 7: Advertisement</p> <p>1: What Is an Advertisement?</p> <p>2: Analyzing an Advertisement</p> <p>3: Planning an Advertisement</p> <p>4: Creating an Advertisement</p> <p>5: Planning a Presentation</p> <p>6: Review Presentation Skills</p> <p>7: Make an Argument</p> <p>8: Use Multimedia in an Advertisement</p> <p>9: Review Speaking Techniques</p> <p>10: Practicing and Delivering a Presentation</p>	<p>L.6.1</p> <p>L.6.1.e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3.a</p> <p>W.6.1</p> <p>W.6.1.a,b,d</p> <p>W.6.3</p> <p>W.6.3.a,c,e</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.9.b</p> <p>W.6.10</p> <p>SL.6.2</p> <p>SL.6.3</p> <p>SL.6.4</p> <p>SL.6.5</p> <p>SL.6.6</p>	<p>Unit 7: Advertisement interactions with others.</p> <p>Students will be able to:</p> <p>Use a voice appropriate for an advertisement.</p> <p>Write an advertisement with a simple, direct message.</p> <p>Use a tone and style appropriate for the topic and audience.</p> <p>Include a headline and graphics.</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Use correct capitalization, punctuation, and spelling.</p> <p>Include a headline and graphics.</p> <p>Use a voice appropriate for an advertisement.</p> <p>Speak at an appropriate volume and rate.</p> <p>Make an oral presentation that uses the advertisement.</p> <p>Use gestures and movement to enhance the presentation.</p> <p>Interpret information presented in diverse media.</p> <p>Explain how information in diverse media contributes to a topic, text, or issue.</p> <p>Identify the claims and findings that most effectively help you present your ideas.</p> <p>Use logical sequence of ideas and appropriate details in oral presentations.</p> <p>Identify a speaker's argument and claims.</p> <p>Distinguish claims that are supported with evidence from those that are not.</p> <p>Use multimedia and visuals to clarify information in presentations.</p> <p>Use appropriate eye contact, volume, and pronunciation when speaking.</p> <p>Recognize deviations from standard English in writing and speaking.</p> <p>Use strategies to improve expression while speaking.</p> <p>Use first-person point of view, language that shows, dialogue, and transitions.</p> <p>Apply the conventions of grammar, usage, mechanics, and spelling.</p> <p>Write a personal narrative in chronological order.</p> <p>Use first-person point of view.</p> <p>Write a personal narrative that focuses on a clearly defined event with a beginning, middle, and end.</p>
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<p>Unit 8: Book Review</p> <p>1: What Is a Book Review?</p> <p>2: Planning a Book Review</p> <p>3: Summarizing Content</p> <p>4: Writing a Book Review</p> <p>5: Polishing the Book Review</p>	<p>SL.6.6</p> <p>L.6.1</p> <p>L.6.1.e</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3.a-b</p> <p>L.6.6</p> <p>W.6.1</p> <p>W.6.1.a-e</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.9</p> <p>W.6.9.a</p> <p>W.6.10</p>	<p>Unit 8: Book Review</p> <p>Students will be able to:</p> <p>Identify and use the steps in the writing process: prewriting, writing, and revising.</p> <p>Include information about the author, an opinion of the book, and a recommendation.</p> <p>Use a voice and style appropriate for the audience.</p> <p>Write a book review that summarizes the content of the book.</p> <p>Use a tone appropriate to the contents of the book review.</p> <p>Use technology to produce and publish writing.</p> <p>Use keyboarding skills to type at least three pages in a single sitting.</p> <p>Use technology to interact and collaborate with others.</p> <p>Revise writing to improve expression.</p> <p>Recognize deviations from standard English in writing and speaking.</p> <p>Use complete sentences and correct capitalization, punctuation, and spelling.</p> <p>Use standard English while writing and speaking.</p> <p>Use an appropriate pattern of organization and transitions to connect ideas.</p> <p>Establish and maintain a formal style in writing.</p>
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Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District #1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA6AV	Grade Level	6
Course Name	Intermediate Language Skills A GUM	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Grade 6 Language Arts 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 sharpen 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 through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

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	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.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	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.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	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	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.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	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	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.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	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.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 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	Apply grade 6 Reading standards 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	Apply grade 6 Reading standards 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 grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.6.1.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	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.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	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	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1.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	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/ listener interest, and style.
L.6.3.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	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	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	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	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	Interpret figures of speech (e.g., personification) in context.
L.6.5.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	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, 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: The Sentence 1: Language Skills Course Introduction 2: Sentence Topics 3: Unit Review and Assessment	L.6.1 L.6.1.a-e L.6.2 L.6.2.a-b L.6.3 L.6.3.a L.6.6	Unit 1: The Sentence Summary Identify the meaning of the terms natural order and inverted order. Identify and define the understood subject of an imperative sentence. Identify two ways to correct sentence fragments. Identify the subjects of sentences with inverted and natural order. Distinguish between sentences and sentence fragments. Identify sentences as having natural or inverted order. Identify the meaning of the term understood subject. Identify the meaning of the term sentence fragment. Distinguish between sentences and sentence fragments. Identify the meaning of the term understood subject. Identify the understood subject of an imperative sentence.
Unit 2: Nouns and Pronouns 1: Parts of Speech 2: Personal Pronouns 3: Other Pronouns 4: Unit Review 5: Unit Assessment	L.6.1 L.6.1.a-e L.6.6	Unit 2: Nouns and Pronouns Summary Identify personal and reflexive pronouns in sentences. Distinguish between common and proper nouns in sentences. Identify pronoun antecedents in sentences. Identify nouns in sentences. Identify indefinite and demonstrative pronouns in sentences. Distinguish among personal, reflexive, indefinite, and demonstrative pronouns in sentences.
Unit 3: Verbs and Complements 1: Action Verbs and Helping Verbs 2: Direct Objects 3: Indirect Objects 4: Transitive and Intransitive Verbs 5: Linking Verbs 6: Predicate Nominatives 7: Unit Review 8: Unit Assessment	L.6.1 L.6.6	Unit 3: Verbs and Complements Summary Identify complements as direct objects, indirect objects, or predicate nominatives. Identify helping verbs in sentences. Identify linking verbs in sentences. Distinguish between transitive and intransitive verbs in sentences. Identify action verbs in sentences. Identify verb phrases in sentences.
Unit 4: Adjectives and Adverbs 1: Adjectives 2: Predicate Adjectives 3: Adverbs 4: Unit Review 5: Unit Assessment	L.6.1 L.6.6	Unit 4: Adjectives and Adverbs Summary Identify the words that adjectives modify. Identify adverbs in sentences. Identify predicate adjectives in sentences. Identify adjectives in sentences. Distinguish among words used as adjectives, adverbs, nouns, or pronouns in sentences. Identify the words that adverbs modify.

<p>Unit 5: Other Parts of Speech and Review</p> <p>1: Prepositions</p> <p>2: Conjunctions and Interjections</p> <p>3: Parts of Speech Review</p> <p>4: Unit Review</p> <p>5: Unit Assessment</p> <p>6: (Optional) Your Choice</p>	<p>L.6.1</p> <p>L.6.6</p>	<p>Unit 5: Other Parts of Speech and Review Summary</p> <p>Identify objects of prepositions in sentences.</p> <p>Distinguish between adverbs and prepositions in sentences.</p> <p>Identify prepositions in sentences.</p> <p>Identify prepositional phrases in sentences.</p> <p>Identify interjections in sentences.</p> <p>Identify conjunctions in sentences.</p> <p>Recognize sentences appropriate for combining.</p> <p>Identify the part of speech of a word according to its use in a sentence.</p>
<p>Unit 6: Phrases</p> <p>1: Adjective Phrases</p> <p>2: Adverb Phrases</p> <p>3: Appositives and Appositive Phrases</p> <p>4: Unit Review</p> <p>5: Unit Assessment</p>	<p>L.6.1</p> <p>L.6.6</p>	<p>Unit 6: Phrases Summary</p> <p>Identify appositives and appositive phrases in sentences.</p> <p>Distinguish among adjective, adverb, and appositive phrases in sentences.</p> <p>Recognize correct punctuation of appositives and appositive phrases in sentences.</p> <p>Identify the words that appositives and appositive phrases rename in sentences.</p> <p>Identify adjective and adverb phrases and the words they modify in sentences.</p> <p>Identify appositives and appositive phrases in sentences.</p>
<p>Unit 7: Sentence Structure</p> <p>1: Simple Sentences</p> <p>2: Compound Sentences</p> <p>3: Run-on Sentences</p> <p>4: Unit Review</p> <p>5: Unit Assessment</p>	<p>L.6.1</p> <p>L.6.2</p> <p>L.6.2.a-b</p> <p>L.6.3.a-b</p> <p>L.6.6</p>	<p>Unit 7: Sentence Structure Summary</p> <p>Recognize compound subjects and compound verbs.</p> <p>Identify subjects and verbs of simple sentences.</p> <p>Recognize the correct punctuation of a compound sentence.</p> <p>Distinguish between simple and compound sentences.</p> <p>Identify subjects and verbs of compound sentences.</p> <p>Identify the meaning of the term compound sentence.</p> <p>Recognize how to correct a run-on sentence.</p> <p>Distinguish between sentences and run-on sentences.</p> <p>Recognize the correct punctuation of a compound sentence.</p> <p>Distinguish among simple, compound, and run-on sentences.</p>
<p>Unit 8: Using Verbs</p> <p>1: Regular and Irregular Verbs</p> <p>2: More Irregular Verbs</p> <p>3: Verb Tense</p> <p>4: Tense Shifts and Progressive Verb Forms</p> <p>5: Unit Review</p> <p>6: Unit Assessment</p>	<p>L.6.1</p> <p>L.6.6</p>	<p>Unit 8: Using Verbs Summary</p> <p>Identify the meaning of the term regular verb.</p> <p>Identify the principal parts of regular and irregular verbs.</p> <p>Use the correct principal part of a verb to complete a sentence.</p> <p>Use the correct verb form to complete a sentence.</p> <p>Identify the meaning of the term irregular verb.</p> <p>Identify the principal parts of irregular verbs.</p> <p>Use the correct verb tense in a sentence.</p> <p>Identify verb tense.</p> <p>Identify progressive verb forms.</p> <p>Recognize verb tense shifts in sentences.</p> <p>Recognize how to correct verb tense shifts.</p> <p>Identify the meaning of the term verb tense.</p> <p>Identify verb tense.</p> <p>Use the correct form of a verb to complete a sentence.</p> <p>Identify the principal parts of regular and irregular verbs.</p>

<p>Unit 9: Using Pronouns</p> <p>1: Kinds of Pronouns</p> <p>2: Pronouns Used as Predicate Nominatives</p> <p>3: Object Pronouns</p> <p>4: Pronouns Used as Objects of Prepositions</p> <p>5: Possessive Pronouns and Pronoun Problems</p> <p>6: Pronouns and Their Antecedents</p> <p>7: Indefinite Pronouns as Antecedents</p> <p>8: Unit Review</p> <p>9: Assessment</p> <p>10: (Optional) Your Choice</p>	<p>L.6.1</p> <p>L.6.1.a-e</p> <p>L.6.6</p>	<p>Unit 9: Using Pronouns Summary</p> <p>Use intensive pronouns.</p> <p>Identify the correct subject pronouns to complete sentences.</p> <p>Distinguish between correct and incorrect use of personal pronouns as subjects in sentences. Use the correct subject pronouns to complete sentences. Identify the meaning of the term subject pronoun.</p> <p>Distinguish between correct and incorrect use of personal pronouns as predicate nominatives in sentences.</p> <p>Use the correct object pronouns to complete sentences.</p> <p>Identify personal pronouns as direct or indirect objects in sentences.</p> <p>Distinguish between correct and incorrect use of object pronouns in sentences.</p> <p>Use the correct object pronouns to complete sentences.</p> <p>Identify the meaning of the term object pronoun.</p> <p>Use the correct interrogative pronouns to complete sentences.</p> <p>Distinguish between possessive pronouns and contractions.</p> <p>Use the correct possessive pronouns to complete sentences.</p> <p>Correct inappropriate shifts in pronoun person.</p> <p>Recognize inappropriate shifts in pronoun person.</p> <p>Identify the antecedents of personal pronouns in sentences.</p> <p>Use pronouns that agree with their antecedents in sentences.</p> <p>Recognize and correct vague pronouns.</p> <p>Use pronouns that agree with their antecedents in sentences.</p> <p>Distinguish between possessive pronouns and contractions.</p> <p>Use the correct pronoun to complete sentences.</p> <p>Distinguish between the interrogative pronouns who and whom.</p> <p>Identify the use of pronouns in sentences.</p> <p>Correct inappropriate shifts in pronoun person.</p> <p>Use intensive pronouns.</p>
<p>Unit 10: Semester Review and Assessment</p> <p>1: Semester Assessment Review</p> <p>2: Semester Assessment</p> <p>3: (Optional) Your Choice</p>	<p>L.6.1</p> <p>L.6.1.a-e</p> <p>L.6.3</p> <p>L.6.3.a-b</p> <p>L.6.6</p>	<p>Unit 10: Semester Review and Assessment Summary</p> <p>Demonstrate mastery of important knowledge and skills learned in this semester.</p>
<p>Unit 11: Subject and Verb Agreement</p> <p>1: Agreement of Subjects and Verbs</p> <p>2: Common Agreement Problems</p> <p>3: Prepositional Phrases After Subjects</p> <p>4: Other Agreement Problems</p> <p>5: Agreement Problems with Pronouns</p> <p>6: Unit Review</p> <p>7: Unit Assessment</p>	<p>L.6.1</p> <p>L.6.6</p>	<p>Unit 11: Subject and Verb Agreement Summary</p> <p>Use helping verbs in verb phrases that agree in number with their subjects.</p> <p>Use contractions whose verb parts agree in number with their subjects.</p> <p>Use verbs that agree in number with their subjects.</p> <p>Identify the number of verbs.</p> <p>Use verbs that agree in number with their subjects in sentences with inverted order.</p> <p>Use verbs that agree in number with compound subjects.</p> <p>Use verbs that agree in number with indefinite pronoun subjects.</p> <p>Use verbs that agree in number with the subjects you and I.</p>

<p>Unit 12: Using Adjectives and Adverbs 1: Comparison of Adjectives and Adverbs 2: Problems with Modifiers 3: Review 4: Assessment</p>	<p>L.6.1 L.6.6</p>	<p>Unit 12: Using Adjectives and Adverbs Summary Use the correct forms of adjectives and adverbs in sentences. Use negative words correctly in sentences. Identify adjectives and adverbs by degree of comparison. Use good and well correctly in sentences.</p>
<p>Unit 13: A Writer's Glossary of Usage 1: A Writer's Glossary of Usage: Part 1 2: A Writer's Glossary of Usage: Part 2 3: Unit Review 4: Unit Assessment</p>	<p>L.6.1 L.6.4 L.6.4.c-d L.6.6</p>	<p>Unit 13: A Writer's Glossary of Usage Summary Use standard written English. Use the correct forms of closely related words.</p>
<p>Unit 14: Capital Letters 1: First Words and the Pronoun I 2: Proper Nouns 3: More Proper Nouns 4: Other Uses of Capital Letters This is an online lesson. This lesson will be completed on the computer. Lesson Checkpoint 5: Review 6: Assessment 7: (Optional) Your Choice</p>	<p>L.6.2 L.6.6</p>	<p>Unit 14: Capital Letters Summary Capitalize the pronoun I. Capitalize the first word of a sentence. Capitalize the first word of a line of poetry. Capitalize the first word of each item in an outline. Capitalize the first word of the greeting and the closing of a letter. Capitalize the letters that begin major subsections of an outline. Capitalize proper nouns and their abbreviations. Capitalize proper nouns and their abbreviations. Capitalize a person's title when it precedes a name or is used for direct address. Capitalize important words in the titles of written works and other works of art. Capitalize proper adjectives.</p>
<p>Unit 15: End Marks and Commas 1: End Marks and the Period 2: Commas That Separate 3: Other Uses of Commas 4: Review 5: Assessment</p>	<p>L.6.2 L.6.2.a L.6.6</p>	<p>Unit 15: End Marks and Commas Summary se periods correctly in abbreviations and outlines. Use end marks correctly in different kinds of sentences. Use commas to separate items in a series. Use commas after certain words or phrases that introduce sentences. Use commas before the coordinating conjunctions that join the parts of compound sentences. Use a comma or commas to set off nouns used for direct address in sentences. Use a comma or commas to set off appositives or appositive phrases in sentences. Use commas to separate elements in dates and addresses. Use commas after salutations of friendly letters and closings of all letters. Use parentheses and dashes to enclose parenthetical elements. Use end marks and commas correctly.</p>
<p>Unit 16: Italics and Quotation Marks 1: Titles 2: Direct Quotations 3: Writing Dialogue 4: Review 5: Assessment</p>	<p>L.6.2 L.6.6</p>	<p>Unit 16: Italics and Quotation Marks Summary Use quotation marks correctly. Use italics or underlining correctly. Capitalize direct quotations and dialogue correctly. Paragraph dialogue correctly. Use commas and end marks correctly in direct quotations and dialogue.</p>

<p>Unit 17: Other Punctuation</p> <p>1: Apostrophes</p> <p>2: Possessive Forms of Pronouns</p> <p>3: Contractions</p> <p>4: Apostrophes with Certain Plurals</p> <p>5: Semicolons</p> <p>6: Colons</p> <p>7: Hyphens with Divided Words</p> <p>8: Other Uses of Hyphens</p> <p>9: Review</p> <p>10: Assessment</p> <p>11: (Optional) Your Choice</p>	<p>L.6.2</p> <p>L.6.6</p>	<p>Unit 17: Other Punctuation Summary</p> <p>Use apostrophes correctly to show possession in singular and plural nouns.</p> <p>Identify and use the correct possessive forms of personal and indefinite pronouns.</p> <p>Use apostrophes correctly in contractions.</p> <p>Distinguish between contractions and possessive personal pronouns.</p> <p>Use apostrophes correctly when forming plurals of letters and numerals.</p> <p>Recognize how to punctuate compound sentences.</p> <p>Use semicolons to punctuate compound sentences.</p> <p>Use colons correctly with items in a series in sentences.</p> <p>Use colons correctly in the time of day and business letter salutations.</p> <p>Recognize how to punctuate sentences that contain items in a series.</p> <p>Use hyphens to divide words correctly.</p> <p>Identify the rules for dividing words with hyphens.</p> <p>Distinguish between fractions used as adjectives and fractions used as nouns.</p> <p>Identify the three ways to write compound words.</p> <p>Use hyphens when writing fractions used as adjectives.</p> <p>Use hyphens when writing the numbers twenty-one through ninety-nine.</p>
<p>Unit 18: Semester Review and Assessment</p> <p>1: Semester Assessment Review</p> <p>2: Semester Assessment</p> <p>3: (Optional) Your Choice</p>	<p>L.6.1</p> <p>L.6.1.a</p> <p>L.6.2</p> <p>L.6.2.a</p> <p>L.6.4.c-d</p> <p>L.6.6</p> <p>L.6.4</p>	<p>Unit 18: Semester Review and Assessment Summary</p> <p>Demonstrate mastery of important knowledge and skills learned in this semester.</p>

Wyoming Department of Education Required Virtual Education Course Syllabus

Campbell County School District #1

Program Name	Campbell County Virtual School	Content Area	LA
Course ID	LA6AV	Grade Level	6
Course Name	Intermediate Language Skills Vocabulary	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

Grade 6 Language Arts 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 sharpen 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 through an array of vocabulary acquisition strategies that give students the tools to independently increase their vocabulary. Students study grammar, usage, and mechanics; and practice sentence analysis, sentence structure, and proper punctuation. Portfolios created by students provide a platform for them to set goals, monitor their progress, and reflect on their accomplishments and challenges. The course includes discussion activities that engage students in the curriculum while creating a sense of community.

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	Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.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	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d	Establish and maintain a formal style.
W.6.1.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	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	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e	Establish and maintain a formal style.
W.6.2.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	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	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.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	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.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 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	Apply grade 6 Reading standards 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	Apply grade 6 Reading standards 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 grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.6.1.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	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.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	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	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).
L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.
L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.1.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	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b	Spell correctly.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a	Vary sentence patterns for meaning, reader/ listener interest, and style.
L.6.3.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	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	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	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	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	Interpret figures of speech (e.g., personification) in context.
L.6.5.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	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, 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: Numbers 1: Numbers 1A 2: Numbers 1B 3: Numbers 1C 4: Numbers 2A 5: Numbers 2B 6: Numbers 2C 7: Numbers Review 8: Numbers Unit Assessment 9: (Optional) Your Choice	L.6.4 L.6.4.a-d L.6.6	Unit 1: Numbers use words with Greek and Latin roots. Explore knowledge and skills taught in this course. Define and
Unit 2: All or Nothing 1: All or Nothing 3A 2: All or Nothing 3B 3: All or Nothing 3C 4: All or Nothing 4A 5: All or Nothing 4B 6: All or Nothing 4C 7: All or Nothing Review 8: All or Nothing Unit Assessment	L.6.4 L.6.4.a-d L.6.6	Unit 2: All or Nothing use words with Greek and Latin roots. Explore knowledge and skills taught in this course. Define and
Unit 3: More or Less 1: More or Less 5A 2: More or Less 5B 3: More or Less 5C 4: More or Less 6A 5: More or Less 6B 6: More or Less 6C 7: More or Less Review 8: More or Less Unit Assessment 9: (Optional) Your Choice	L.6.4 L.6.4.a-d L.6.6	Unit 3: More or Less use words with Greek and Latin roots. Explore knowledge and skills taught in this course. Define and
Unit 4: Before and After 1: Before and After 7A 2: Before and After 7B 3: Before and After 7C 4: Before and After 8A 5: Before and After 8B 6: Before and After 8C 7: Before and After Review 8: Before and After Unit Assessment	L.6.4 L.6.4.a-d L.6.6	Unit 4: Before and After use words with Greek and Latin roots. Explore knowledge and skills taught in this course. Define and
Unit 5: Semester Review and Assessment 1: Semester Assessment Review 2: Semester Assessment 3: (Optional) Your Choice	L.6.4 L.6.4.a-d L.6.6	Unit 5: Semester Review and Assessment use words with Greek and Latin roots. Explore knowledge and skills taught in this course. Define and
Unit 6: Creativity 1: Creativity 9A 2: Creativity 9B 3: Creativity 9C 4: Creativity 10A 5: Creativity 10B 6: Creativity 10C 7: Creativity Review 8: Creativity Unit Assessment 9: (Optional) Your Choice	L.6.4 L.6.4.a-d L.6.6	Unit 6: Creativity use words with Greek and Latin roots. Explore knowledge and skills taught in this course. Define and

Unit 7: Travel 1: Travel 11A 2: Travel 11B 3: Travel 11C 4: Travel 12A 5: Travel 12B 6: Travel 12C 7: Travel Review 8: Travel Unit Assessment	L.6.4 L.6.4.a-d L.6.6	Unit 7: Travel use words with Greek and Latin roots. Explore knowledge and skills taught in this course.	Define and
Unit 8: Sports 1: Sports 13A 2: Sports 13B 3: Sports 13C 4: Sports 14A 5: Sports 14B 6: Sports 14C 7: Sports Review 8: Sports Unit Assessment 9: (Optional) Your Choice	L.6.4 L.6.4.a-d L.6.6	Unit 8: Sports and use words with Greek and Latin roots. Explore knowledge and skills taught in this course.	Define
Unit 9: Animals 1: Animals 15A 2: Animals 15B 3: Animals 15C 4: Animals 16A 5: Animals 16B 6: Animals 16C 7: Animals Review 8: Animals Unit Assessment	L.6.4 L.6.4.a-d L.6.6	Unit 9: Animals use words with Greek and Latin roots. Explore knowledge and skills taught in this course.	Define and
Unit 10: Semester Review and Assessment 1: Semester Assessment Review 2: Semester Assessment 3: (Optional) Your Choice	L.6.4 L.6.4.a-d L.6.6	Unit 10: Semester Review and Assessment use words with Greek and Latin roots. Explore knowledge and skills taught in this course.	Define and