

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 6

Reading Informational Text 1.2

- Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Analyze the author's structure through the use of paragraphs, chapters, or sections.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Examine how two authors present similar information in different types of text.
- Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature 1.3

- Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- Determine an author's purpose in a text and explain how it is conveyed in a text.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 6

Writing 1.4

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Identify and introduce the topic for the intended audience.
- Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating understanding of the topic.
- Write with an awareness of the stylistic aspects of composition.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style
- With guidance and support, develop and strengthen writing through the writing process.
- Draw evidence from literary or informational texts to support analysis.
- Write routinely over extended and short time frames for different tasks, purposes, and audiences.

Speaking and Listening 1.5

- Engage in collaborative discussions on grade-level topics, texts, and issues while building on others' ideas and expressing their own clearly.
- Present claims and findings by sequencing in a logical order and including pertinent details.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 6

Reading Informational Text

1.2

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Analyze the author's structure through the use of paragraphs, chapters, or sections.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Examine how two authors present similar information in different types of text.
- Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Integrate information presented in different media or formats as well as in words to develop an understanding of a topic.

Reading Literature 1.3

- Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- Determine an author's purpose in a text and explain how it is conveyed in a text.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Describe how a specific story or drama's plot unfolds in a series of episodes, as well as how characters respond or change as the plot moves toward a resolution.
- Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
- Compare and contrast texts in different forms/genres in regards to their approaches to similar themes and topics as well their use of literary elements.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 6

Writing 1.4

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Identify and introduce the topic for the intended audience.
- Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating and understanding of the topic.
- With guidance and support, develop and strengthen writing through the writing process.
- Draw evidence from literary or informational texts to support analysis.
- Write routinely over extended and short time frames for different tasks, purposes, and audiences.
- Write narratives to develop real or imagined experiences or events.
- Engage the reader by establishing a context and introducing a narrator and/or characters.
- Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words/phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Use transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows the narrated events.
- Develop and maintain a consistent voice.

Speaking and Listening 1.5

- Engage in collaborative discussions on grade-level topics, texts, and issues while building on others' ideas and expressing their own clearly.
- Present claims and findings by sequencing in a logical order and including pertinent details.
- Use appropriate eye contact, volume, and pronunciation.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 6

Reading Informational Text

1.2

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Analyze the author's structure through the use of paragraphs, chapters, or sections.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Examine how two authors present similar information in different types of text.
- Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Integrate information presented in different media or formats as well as in words to develop an understanding of a topic.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- Analyze the author's structure through the use of *paragraphs, chapters, or sections*.

Reading Literature

1.3

- Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- Determine an author's purpose in a text and explain how it is conveyed in a text.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Describe how a specific story or drama's plot unfolds in a series of episodes, as well as how characters respond or change as the plot moves toward a resolution.
- Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
- Compare and contrast texts in different forms/genres in regards to their approaches to similar themes and topics as well their use of literary elements.
- 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.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 6

Writing 1.4

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Identify and introduce the topic for the intended audience.
- Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating understanding of the topic.
- With guidance and support, develop and strengthen writing through the writing process.
- Draw evidence from literary or informational texts to support analysis.
- Write routinely over extended and short time frames for different tasks, purposes, and audiences.
- Write narratives to develop real or imagined experiences or events.
- Engage the reader by establishing a context and introducing a narrator and/or characters.
- Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words/phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Use transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows the narrated events.
- Develop and maintain a consistent voice.

Speaking and Listening 1.5

- Engage in collaborative discussions on grade-level topics, texts, and issues while building on others' ideas and expressing their own clearly.
- Present claims and findings by sequencing in a logical order and including pertinent details.
- Use appropriate eye contact, volume, and pronunciation.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 6

Reading Informational Text

1.2

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text.
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Analyze the author's structure through the use of paragraphs, chapters, or sections.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Examine how two authors present similar information in different types of text.
- Evaluate an author's argument by examining claims and determining if they are supported by evidence.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Integrate information presented in different media or formats as well as in words to develop an understanding of a topic.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- Analyze the author's structure through the use of paragraphs, chapters, or sections.

Reading Literature

1.3

- Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- Determine an author's purpose in a text and explain how it is conveyed in a text.
- Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 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.
- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Describe how a specific story or drama's plot unfolds in a series of episodes, as well as how characters respond or change as the plot moves toward a resolution.
- Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
- Compare and contrast texts in different forms/genres in regards to their approaches to similar themes and topics as well their use of literary elements.
- 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.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 6

Writing 1.4

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- Identify and introduce the topic for the intended audience.
- Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating understanding of the topic.
- With guidance and support, develop and strengthen writing through the writing process.
- Draw evidence from literary or informational texts to support analysis.
- Write routinely over extended and short time frames for different tasks, purposes, and audiences.
- Write narratives to develop real or imagined experiences or events.
- Engage the reader by establishing a context and introducing a narrator and/or characters.
- Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words/phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Use transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows the narrated events.
- Develop and maintain a consistent voice.
- Write arguments to support claims.
- Introduce and state an opinion on a topic.
- Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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.

Speaking and Listening 1.5

- Engage in collaborative discussions on grade-level topics, texts, and issues while building on others' ideas and expressing their own clearly.
- Present claims and findings by sequencing in a logical order and including pertinent details.
- Use appropriate eye contact, volume, and pronunciation.
- Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
- Adapt speech to a variety of contexts and tasks.
- Include multimedia components and visual displays in presentations to clarify information.

Course/ Grade:	Language Arts/ 6 th	Instructional Module:	Module 1	Suggested Timeline:	7-9 weeks
Overview: In this module, students will focus their learning around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing text as well as examining how perceptions of others shape our choices. Through a wide range of literature, students will explore plot events and setting, analyzing how they shape the text. They will engage in discussions and assignments through which they will cite specific textual evidence in order to support analysis of what the text says, as well as generalizations drawn from the text, in order to explore deeper into how authors use their own point of view to “steer” the reader to conclusions. In addition, students examine the structure and details in literary works to determine how these elements contribute to the development of theme, setting, and plot.			Essential Questions: 1. How can the events in a story propel the plot forward? 2. How can characters in a story change your perception?		
Essential Learning Targets: <ul style="list-style-type: none">Analyze plot events and setting and how they shape text.Cite textual evidence to support analysis of what text says explicitly, as well as generalizations drawn from the text.Determine theme or central idea in a passage and how it is conveyed through details in the passage.Analyze how the structure of a text contributes to the development of theme, setting, and plot.Organize an event sequence that unfolds naturally and logically, using a variety of transitions and a conclusion that makes sense.					
Informational	Literature	Writing/Grammar	Speaking and Listening		
CC.1.2.6.A Determine the 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.	CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text	CC.1.4.6.M Write narratives to develop real or imagined experiences or events. CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.	CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.		

<p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p> <p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.2.6.G Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CC.1.2.6.I Examine how two authors present similar information in different types of text.</p>	<p>CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.3.6.C Describe how a particular story 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.</p> <p>CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p>	<p>CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.</p> <p>CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>CC.1.5.6.C Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>
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Oxford Area School District – English Language Arts Curriculum
Grade 6

<p>CC.1.2.6.J 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.</p> <p>CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p> <p>CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p> <p>CC.1.3.6.J 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.</p> <p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.6.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 6

Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<ul style="list-style-type: none"> author's influence similarities differences specific Selection Vocabulary 	<ul style="list-style-type: none"> conflict exposition rising action falling action climax resolution plot internal conflict external conflict direct characterization indirect characterization theme prediction inference generalization integration structure conclusion analyze foreshadowing flashbacks tone imagery author's purpose passage contribute alter Selection Vocabulary 	<ul style="list-style-type: none"> subject predicate common, proper, and possessive nouns personal and possessive pronouns interrogative, Indefinite, reflexive, and Intensive pronouns pronoun antecedent subject/predicate parts of a sentence complete sentence structure compare and contrast cause and Effect problem and Solution description sequential chronological introduction conclusion thesis statement 	<ul style="list-style-type: none"> argue challenge conclude convince defend resolve reveal

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Grade 6

Resources	Resources	Resources	Resources
<ul style="list-style-type: none"> Unit 1 Savvas MyPerspectives Text Unit 1 Ancillary Materials provided by Savvas MyPerspectives Soar to Success ExactPath Read Naturally 	<ul style="list-style-type: none"> Unit 1 Savvas MyPerspectives Text Unit 1 Ancillary Materials provided by Savvas MyPerspectives Soar to Success ExactPath Read Naturally 	<ul style="list-style-type: none"> Unit 1 Savvas MyPerspectives Text Unit 1 Ancillary Materials provided by Savvas MyPerspectives Soar to Success ExactPath Read Naturally 	<ul style="list-style-type: none"> Unit 1 Savvas MyPerspectives Text Unit 1 Ancillary Materials provided by Savvas MyPerspectives Soar to Success ExactPath Read Naturally
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<ul style="list-style-type: none"> Unit 1 End of Unit Test- 	<ul style="list-style-type: none"> Unit 1 End of Unit Test- 	<ul style="list-style-type: none"> Unit 1 End of Unit Test- 	<ul style="list-style-type: none"> Unit 1 End of Unit Test-

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<p>Savvas MyPerspectives</p> <ul style="list-style-type: none"> • Beginning of the Year District Assessment • Selection Tests in Unit 1- <i>The Stray, The Tail, Zlateh the Goat, The Circuit</i> 	<p>Savvas MyPerspectives</p> <ul style="list-style-type: none"> • Beginning of the Year District Assessment • Selection Tests in Unit 1- <i>The Stray, The Tail, Zlateh the Goat, The Circuit</i> 	<p>Savvas MyPerspectives</p> <ul style="list-style-type: none"> • Beginning of the Year District Assessment • Selection Tests in Unit 1- <i>The Stray, The Tail, Zlateh the Goat, The Circuit</i> 	<p>Savvas MyPerspectives</p> <ul style="list-style-type: none"> • Beginning of the Year District Assessment • Selection Tests in Unit 1- <i>The Stray, The Tail, Zlateh the Goat, The Circuit</i>
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Course/ Grade:	Language Arts/ 6 th	Instructional Module:	Module 2	Suggested Timeline:	7-9 weeks
Overview: In this module, reading, writing, speaking and listening will revolve around the big idea of point of view, author’s influence, and the power of word choice. Students will learn how words have the power to shape our world. It will explore further into the style and vocabulary an author uses, while students will consider how point of view influences perspective. Students will be reading and writing informational text as well classic and contemporary literature, focusing on details. Students will participate in class discussions involving all of these types of texts to analyze how point of view influences a reader’s perception. The goal is for students to use a wide range of reading, writing, speaking, and listening skills to determine and analyze the main idea, cite evidence that strongly supports an analysis of the text, determine an author’s point of view and purpose in text, analyze the influence and use of words and phrases in text, and compare and contrast narrators’ points of view. Using knowledge of these concepts, they will speak and write consistently toward a specific audience, using domain-specific vocabulary, and paying close attention to the organization of ideas.			Essential Questions: <div>1. How does point of view influence perceptions?</div> <div>2. How can words have the power to shape our world?</div> <div>3. How can your daily experiences spark your curiosity and help you decide what information is important to know?</div>		
Essential Learning Targets: <div><div>• Identify and analyze the main ideas and details in both literature and informational texts.</div><div>• Provide a summary of the text distinct from personal opinions or judgments.</div><div>• Determine the author’s purpose and point of view and how it is conveyed in a text through word choice.</div><div>• Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</div><div>• Identify intended audience and use precise language, style, and voice consistently in writing and speaking as it pertains to intended audience.</div><div>• Use domain-specific vocabulary when transitioning.</div><div>• Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</div><div>• Use clear reasons and relevant evidence to support claims.</div></div>					
Informational		Literature		Writing/Grammar	
				Speaking and Listening	

<p>CC.1.2.6A Determine the 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.</p> <p>CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>CC.1.2.6.E Analyze the author’s structure through the use of paragraphs, chapters, or sections.</p> <p>CC.1.2.6.F Determine the</p>	<p>CC.1.3.6A 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.</p> <p>CC.1.3.6.D Determine an author’s purpose in a text and explain how it is conveyed.</p> <p>CC.1.3.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p> <p>CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>CC.1.3.6. J Acquire and use</p>	<p>CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.6.B Identify and introduce the topic for the intended audience.</p> <p>CC.1.1.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.6.E Write with an</p>	<p>CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.6.D 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.</p> <p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>
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<p>meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.2.6H Evaluate an author’s argument by examining claims and determining if they are supported by evidence.</p> <p>CC.1.2.6.I Examine how two authors present similar information in different types of text.</p> <p>CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p>CC.1.2.6.K Determine and clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>CC.1.2.6L Read and comprehend literary nonfiction and informational text on grade level.</p>	<p>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.</p> <p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>awareness of the stylistic aspects of composition.</p> <p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.6.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<ul style="list-style-type: none"> determine evaluate evidence strategy specific purpose categorize autobiography biography memoir diary speech address reflective essay expository essay advertisements editorial functional text autobiographical narrative fact opinion monologue text features/aids text structure/organization Selection Vocabulary 	<ul style="list-style-type: none"> concept distinguish examine judge measure observe purpose question refer source study mood tone allusion Selection Vocabulary 	<ul style="list-style-type: none"> transition cite format phrases expository inform persuade describe connotation denotation anecdotes figurative language parts of verbs/participles action verbs linking verbs verb tenses 	

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Resources	Resources	Resources	Resources
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<ul style="list-style-type: none"> Unit 2 of Savvas MyPerspectives Text Ancillary Materials and Resources for Unit 2- Savvas MyPerspectives Soar to Success ExactPath Read Naturally 	<ul style="list-style-type: none"> Unit 2 of Savvas MyPerspectives Text Ancillary Materials and Resources for Unit 2- Savvas MyPerspectives Soar to Success ExactPath Read Naturally 	<ul style="list-style-type: none"> Unit 2 of Savvas MyPerspectives Text Ancillary Materials and Resources for Unit 2- Savvas MyPerspectives Soar to Success ExactPath Read Naturally 	<ul style="list-style-type: none"> Unit 2 of Savvas MyPerspectives Text Ancillary Materials and Resources for Unit 2- Savvas MyPerspectives Soar to Success ExactPath Read Naturally
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<ul style="list-style-type: none"> Unit 2 End of Unit Test- Savvas MyPerspectives 	<ul style="list-style-type: none"> Unit 2 End of Unit Test- Savvas MyPerspectives 	<ul style="list-style-type: none"> Unit 2 End of Unit Test- Savvas MyPerspectives 	<ul style="list-style-type: none"> Unit 2 End of Unit Test- Savvas MyPerspectives

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<ul style="list-style-type: none"> • Informational Test- Savvas MyPerspectives • Mid-Year District Assessment • Selection Tests- <i>The Drive-in Movies, Names/Nombres, Langston Terrace, The Pigman and Me.</i> • Unit 2 Test 	<ul style="list-style-type: none"> • Informational Test- Savvas MyPerspectives • Mid-Year District Assessment • Selection Tests- <i>The Drive-in Movies, Names/Nombres, Langston Terrace, The Pigman and Me.</i> • Unit 2 Test 	<ul style="list-style-type: none"> • Informational Test- Savvas MyPerspectives • Mid-Year District Assessment • Selection Tests- <i>The Drive-in Movies, Names/Nombres, Langston Terrace, The Pigman and Me.</i> • Unit 2 Test 	<ul style="list-style-type: none"> • Informational Test- Savvas MyPerspectives • Mid-Year District Assessment • Selection Tests- <i>The Drive-in Movies, Names/Nombres, Langston Terrace, The Pigman and Me.</i> • Unit 2 Test
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Course/ Grade:	Language Arts/ 6 th Grade	Instructional Module:	Module 3	Suggested Timeline:	7-9 weeks
Overview: During this module, reading, writing, speaking, and listening revolve around the big idea of structure and sequencing through informational text and literature. In literature, students will grasp the idea that individuals change over time and how main characters in these texts have essential similarities and differences. In addition, students will explore the genres of poetry and drama. Students will also compare and contrast texts, examining how text and media are similar and different, while engaging in class discussions involving selected texts to analyze how different authors show the idea of change in key individuals throughout a text or media format. Students will utilize a multitude of reading and writing skills to determine how the organization of ideas can shape change in a piece of writing.			Essential Questions: 1. How do words have the power to shape our world? 2. What influences individuals to change over time? 3. How can we use words to promote understanding? 4. How can the use of figurative language affect a poem’s meaning?		
Essential Learning Targets: <ul style="list-style-type: none">• Examine how two authors present similar information in different types of text and compare and contrast the way these authors approach the subject through use of literary elements.• Explore the use of rhythm, rhyme, sound devices, and figurative language in poetry.• Compare and contrast the experience of reading a story, drama, or poem to listening or viewing an audio, video, or live version of the text.• Choose a topic to develop a clear opinion, while using relevant reasons and facts to support your opinion.• Use narrative techniques to organize an event sequence that unfolds naturally and logically, using appropriate transitions.• Interpret information presented in diverse media and formats and explain how the formats contribute to a topic, text, or issue.					
Informational	Literature	Writing	Speaking and Listening		
CC.1.2.D Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.	CC.1.4.6.H Introduce and state an opinion on a topic. CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating understanding of the topic.	CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.		

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<p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.2.6.G Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CC.1.2.6.I Examine how two authors present similar information in different types of text.</p> <p>CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p>CC.1.2.6.K Determine and clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>CC.1.2.6.L Read and comprehend literary nonfiction and informational text on grade level.</p>	<p>CC.1.3.6.C Describe how a particular story 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.</p> <p>CC.1.3.6.D Determine an author’s purpose in a text and explain how it is conveyed in a text.</p> <p>CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.</p>	<p>CC.1.4.6.J Organize the claim with clear reasons and evidence clearly; clarify relationships among claim and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</p> <p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>CC.1.5.6.C Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>
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	<p>CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.</p> <p>CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p> <p>CC.1.3.6.J 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.</p> <p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.</p> <p>CC.1.4.6.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	
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		CC.1.4.6.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<ul style="list-style-type: none"> determine evaluate evidence strategy specific purpose categorize autobiography biography memoir diary speech address reflective essay expository essay advertisements editorial functional text autobiographical narrative fact opinion monologue text features/aids text structure/organization Selection Vocabulary 	<ul style="list-style-type: none"> communicate correspond quote reveal symbolize visual gesture verbal nonverbal dialogue rhythm rhyme stanza sound devices idiom repetition alliteration onomatopoeia context clues Selection Vocabulary 	<ul style="list-style-type: none"> poetry narrative concrete haiku limerick free verse hyperbole personification metaphor simile adjectives adverbs conjunctions interjections sentence parts and types coordinating conjunctions prepositions appositives 	

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Resources	Resources	Resources	Resources
<ul style="list-style-type: none"> • Savvas MyPerspectives Text - Units 3 and 4 • Ancillary Materials and Resources provided by Savvas MyPerspectives • Soar to Success • ExactPath • Read Naturally 	<ul style="list-style-type: none"> • Savvas MyPerspectives Text - Units 3 and 4 • Ancillary Materials and Resources provided by Savvas MyPerspectives • Soar to Success • ExactPath • Read Naturally 	<ul style="list-style-type: none"> • Savvas MyPerspectives Text - Units 3 and 4 • Ancillary Materials and Resources provided by Savvas MyPerspectives • Soar to Success • ExactPath • Read Naturally 	<ul style="list-style-type: none"> • Savvas MyPerspectives Text - Units 3 and 4 • Ancillary Materials and Resources provided by Savvas MyPerspectives • Soar to Success • ExactPath • Read Naturally

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<ul style="list-style-type: none"> Unit 3 End of Unit Test-Savvas MyPerspectives Mid-Year District Assessment End of Selection Tests 	<ul style="list-style-type: none"> Unit 3 End of Unit Test-Savvas MyPerspectives Mid-Year District Assessment End of Selection Tests 	<ul style="list-style-type: none"> Unit 3 End of Unit Test-Savvas MyPerspectives Mid-Year District Assessment End of Selection Tests 	<ul style="list-style-type: none"> Unit 3 End of Unit Test-Savvas MyPerspectives Mid-Year District Assessment End of Selection Tests

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Course/ Grade:	Language Arts/ 6 th Grade	Instructional Module:	Module 4	Suggested Timeline:	7-9 weeks
Overview: During this module students will continue examining concepts from previous units while combining a big idea constructed around effective research and determining trustworthiness. Along with continuing poetry, students will read a variety of folk literature and explore universal themes in an array of informational and literary texts. In these texts, students will analyze the central idea of a text, focusing on author’s purpose, point of view, and credibility. Students will need to be conscious of possible bias and to become critical readers. The students will have the ability to assess the credibility of sources, cite textual evidence to support what a text says, analyze in detail how an author presents information and how that format may or may not change the reader’s point of view, and to demonstrate the understanding of a topic by gathering relevant and credible information while avoiding plagiarism.			Essential Questions: 1. How can a community’s beliefs and values influence a person’s writing? 2. In what ways can a universal theme guide a person’s beliefs about the world around them? 3. Why is it important to evaluate the information we read?		
Essential Learning Targets: <ul style="list-style-type: none">Analyze plot events and setting and how they shape text.Analyze in detail how individuals, events, or ideas are introduced, illustrated, and elaborated in a text and how the structure of that text contributes to these elements.Analyze how each character’s point of view, or personality and beliefs, is developed through dialogue, and how dialogue introduces conflict and moves the drama along.Determine the central idea in a text and how it is conveyed through details.Cite textual evidence to support what a text says or infers.Assess the credibility of sourcesDemonstrate understanding of a topic by gathering relevant information from multiple print and digital sources, using clear reasons and relevant evidence (i.e. facts, quotes, or information) while avoiding plagiarism and providing basic bibliographic information for sources.					
Informational	Literature	Writing/Grammar	Speaking and Listening		
CC.1.2.6.A Determine the 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. CC.1.2.6.B Cite textual evidence to	CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text. CC.1.3.6.E Analyze how the	CC.1.4.6.A Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.6.B Identify and introduce	CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly. CC.1.5.6.B Delineate a speaker’s		

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<p>support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.</p> <p>CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.2.6.J 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.</p> <p>CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.6.L Read and comprehend</p>	<p>structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.</p> <p>CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p> <p>CC.1.3.6.J 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.</p> <p>CC.1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>the topic for the intended audience.</p> <p>CC.1.1.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.</p> <p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.G Write arguments to</p>	<p>argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.</p> <p>CC.1.5.6.D 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.</p> <p>CC.1.5.6.E Adapt a speech to a variety of contexts and tasks.</p> <p>CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.</p> <p>CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.</p>
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<p>literary nonfiction and informational text on grade level, reading independently and proficiently.</p>		<p>support claims.</p> <p>CC.1.4.6.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.6.J Organize claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.</p> <p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.6.T With guidance and</p>	
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		<p>support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.6.U 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 setting.</p> <p>CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CC.1.4.6.W 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.</p> <p>CC.1.4.6.X Write routinely over</p>	
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		extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
<ul style="list-style-type: none"> • bias • exaggeration • plagiarism 	<ul style="list-style-type: none"> • dialogue • stage directions • legend • oral tradition • mythology • fables • folk songs • irony • dialect • implied • symbols • diverse • perspective • reaction • reflect • respond • similar • unique • expectations • individuality • custom • conscious 	<ul style="list-style-type: none"> • argument • statistics • facts • relevant • reliable • turn-back • counter-argument • gerunds • prepositions • object of the preposition • appositives • subject complements • predicate nouns • predicate adjectives • direct objects • indirect objects • independent clauses • dependent clauses • subordinate clauses • relative clauses 	<ul style="list-style-type: none"> • common • influence • involve • isolate • participation • support • culture • connection

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Resources	Resources	Resources	Resources
<ul style="list-style-type: none"> • Savvas MyPerspectives Text - Units 4 and 5 • Savvas MyPerspectives Ancillary Materials and Resources • Soar to Success • ExactPath • Read Naturally 	<ul style="list-style-type: none"> • Savvas MyPerspectives Text - Units 4 and 5 • Savvas MyPerspectives Ancillary Materials and Resources • Soar to Success • ExactPath • Read Naturally 	<ul style="list-style-type: none"> • Savvas MyPerspectives Text - Units 4 and 5 • Savvas MyPerspectives Ancillary Materials and Resources • Soar to Success • ExactPath • Read Naturally 	<ul style="list-style-type: none"> • Savvas MyPerspectives Text - Units 4 and 5 • Savvas MyPerspectives Ancillary Materials and Resources • Soar to Success • ExactPath • Read Naturally

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
<ul style="list-style-type: none"> • Unit 4 and Unit 5 Tests-Savvas MyPerspectives • End of Year District Assessments • End of Selection Tests 	<ul style="list-style-type: none"> • Unit 4 and Unit 5 Tests-Savvas MyPerspectives • End of Year District Assessments • End of Selection Tests 	<ul style="list-style-type: none"> • Unit 4 and Unit 5 Tests-Savvas MyPerspectives • End of Year District Assessments • End of Selection Tests 	<ul style="list-style-type: none"> • Unit 4 and Unit 5 Tests-Savvas MyPerspectives • End of Year District Assessments • End of Selection Tests

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