6ᵗʰ Grade English Language Arts
Pacing Guide and Unpacked Standards

Developed by:
Teresa Malloy, GMLSD School Improvement Coordinator
Craig Lomonico, GMLSD School Improvement Coordinator
Amon Dobbins, GMLSD School Improvement Coordinator
Carri Meek, School Improvement Specialist,
Instructional Growth Seminars and Support
Garilee Ogden, GMLSD Director of Curriculum, Instruction and Professional Development

Resources: School District U-46, of Chicago, IL, The Ohio Department of Education,
Columbus City Schools, Common Core Institute and North Carolina Department of Public Instruction.

We would like to thank the teachers of GMLSD that provided feedback and support.

Groveport Madison ELA Pacing Guide ➤ Indicates Blueprint Focus Standards

6th	Reading Literature	Reading Informational	Writing	Speaking and Listening	Language
1st 9 Weeks	➤**RL.6.1** Cite textual evidence to support text and inferences ➤**RL.6.2 (a,b)** Analyze text to determine theme & use theme in summary ➤**RL.6.3** Describe how a plot unfolds and characters respond ➤**RL.6.4** Determine meaning of words and phrases ➤**RL.6.5** Analyze overall structure of the text **RL.6.10**-Read, comprehend & connect to complex literary text	➤**RI.6.1** Cite textual evidence ➤**RI.6.2 (a,b)** Analyze text to determine central idea & use central idea in summary ➤**RI.6.4** Determine meaning of words and phrases ➤**RI.6.9** Compare/contrast two authors' presentations of same event **RI.6.10** Read and comprehend complex informational text	➤**W.6.3 (a,b,c,d,e)** Write narratives to develop detailed experiences ➤**W.6.4** Produce clear and coherent writing ➤**W.6.5** Develop and revise writing through processes ➤**W.6.6** Use technology & internet to produce and publish writing	**SL.6.1 (a,b,c,d)** Prepare and participate in collaborations	➤**L.6.1 (a,b,c,d,e)**Uses English grammar (possessive, intensive pronouns..) ➤**L.6.3** Use knowledge of language & varied sentence conventions ➤**L.6.4** (a,b,c,d) Determine meaning / multi-meaning words/Latin roots
2nd 9 Weeks	➤**RL.6.1** Cite textual evidence to support text and inferences ➤**RL.6.2 (a,b)** Analyze text to determine theme & use theme in summary ➤**RL.6.5** Analyze overall structure of the text ➤**RL.6.9** Compare contrast text genres on same theme **RI.6.10** Read, comprehend & connect to complex literary text	➤**RI.6.2 (a,b,)** Analyze text to determine central idea & use central idea in summary ➤**RI.6.5** Analyze structure of text and idea development ➤ **RI.6.3** Analyze the introduction & development of individuals & ideas ➤**RI.6.1** Cite textual evidence ➤**RI.6.9** Compare/contrast two authors' presentations of same event ➤**RI.6.8** Trace & evaluate argument and claim	➤**W.6.1(a,b,c,d,e)** Write arguments to support a claim & thesis ➤**W.6.7** Conduct short research projects w/ sources ➤**W.6.9** Draw evidence from text ➤**W.6.5** Develop and revise writing ➤**W.6.6** Use technology & internet to produce and publish writing	**SL.6.1 (a,b,c,d)** Prepare and participate in collaborations **SL.6.4** Present claims and findings **SL.6.3** Delineate claims as supported by evidence or not	➤**L.6.1 (a,b,c,d,e)** Uses English grammar (possessive, intensive pronouns..) ➤**L.6.2 (a,b)** Demonstrate command of, punctuation. & spelling conventions ➤**L.6.3** Use knowledge of language & varied sentence conventions ➤**L.6.4 (a,b,c,d)** Determine meaning / multi-meaning words/Latin roots ➤**L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Groveport Madison ELA Pacing Guide ➤ Indicates Blueprint Focus Standards

6th	Reading Literature	Reading Informational	Writing	Speaking and Listening	Language
3rd 9 Weeks	➤**RL.6.1** Cite textual evidence to support text and inferences ➤**RL.6.5** Analyze overall structure of the text ➤**RL.6.6** Explain how point of view to develops perspective ➤**RL.6.9** Compare contrast text genres on same theme **RL.6.10** Read, comprehend & connect to complex literary text	➤**RI.6.6** Determine author's perspective ➤**RI.6.9** Compare/contrast two authors' presentations of same event ➤**RI.6.8** Trace & evaluate argument and claim ➤**RI.6.4** Determine meaning of words and phrases ➤**RI.6.1** Cite textual evidence **RI.6.10** Read and comprehend complex Informational text	➤**W.6.2 (a,b,c,d,e,f)** Write informative/explanatory text with thesis ➤**W.6.5 W.6.5** Develop and revise writing ➤**W.6.6** Use technology & internet to produce and publish writing ➤**W.6.7** Conduct short research projects w/ sources ➤**W.6.8** Gather information from credible digital and print sources	**SL.6.1 (a,b,c,d)** Prepare and participat in collaborations **SL.6.4** Present claims and findings **SL.6.3** Delineate claims as supported by evidence or not **SL.6.5** Include multimedia components in presentations	➤ **L.6.1 (a,b,c,d,e)** Uses English grammar (ie. possessive, intensive pronouns...) ➤**L.6.2 (a,b)** Demonstrate command of writing conventions ➤**L.6.3** Use knowledge of language and its conventions ➤**L.6.6** Acquire and use academic and domain specific vocabulary
4th 9 Weeks	➤**RL.6.3** Describe how a plot unfolds and characters respond ➤**RL.6.4** Determine meaning of words and phrases ➤**RL.6.6** Explain how point of view develops perspective ➤**RL.6.7** Compare/contrast reading of text to other mediums (movies, audio) **RL.6.10** Read, comprehend & connect to complex literary text	➤**RI.6.3** Analyze the introduction & development of individuals/ideas ➤**RI.6.4** Determine meaning of words and phrases ➤**RI.6.9** Compare/contrast two authors' presentations of same event ➤**RI.6.6** Determine author's perspective ➤**RI.6.7** Compare contrast two different mediums **RI.6.10** Read and comprehend complex Informational text	➤**W.6.1(a,b,c,d,e)** Write arguments to support a claim & thesis ➤**W.6.2 (a,b,c,d,e,f)** Write informative/explanatory text with thesis ➤**W.6.4** Produce clear and coherent writing ➤**W.6.5** Develop and revise writing ➤**W.6.6** Use technology to produce and publish writing **W.6.10** Write routinely various timeframes/purposes	**SL.6.2** Interpret diverse media information **SL.6.3** Delineate claims as supported by evidence or not **SL.6.5** Include multimedia components in presentations **SL.6.6** Adapt speech to a variety of contexts and tasks	➤**L.6.1 (a,b,c,d,e)** Uses English grammar (ie.possessive, intensive pronouns) ➤**L.6.2 (a,b)** Demonstrate command of writing conventions ➤**L.6.4 (a,b,c,d)** Determine meaning / multi-meaning words/Latin roots ➤**L.6.6** Acquire and use academic and domain specific vocabulary

Ohio Learning Standards – Clear Learning Targets – ELA Grade 6

RL 6.1	**Standard:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Anchor:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Question(s)

❏ How can I prove what I have learned from the text?

Essential Skills

❏ Ask and answer questions (who, what, when, why, where)
❏ Refer to text for answer
❏ Synthesize information about in text in order to answer questions about the text.

Vocabulary

❏ analyze
❏ explicit
❏ inference
❏ textual evidence
❏ conclude
❏ author's purpose

Criteria For Success (Performance Level Descriptors)

Limited: Ask and answer explicit questions to demonstrate understanding of a text;
Basic: Ask and answer explicit questions to demonstrate understanding text, referring to the text as the basis for answers;
Proficient: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
Accelerated: Cite strong textual evidence to support an inference as well as analysis of the text
Advanced: Cite strong text evidence to support a complex textual inference as well as analysis

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

Questions

❏ Why did the author write this piece?
❏ What inferences can you make?
❏ What information would you need to support the inference?
❏ Analyze the passage, what can you conclude?
❏ When you analyze the text, what inference can you make?
❏ How does the textual evidence support your conclusion?
❏ What was the author's purpose
❏ What can you conclude from the text?

RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 6.2

Standard: Analyze literary text development.
  a. Determine a theme of a text and how it is conveyed through particular details.
  b. Incorporate a theme and story details into an objective summary of the text.

Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Question (s)

❏ How can I use details from the text related to theme to determine the author's message?

Essential Skills

❏ Reading Comprehension
❏ Recognize and analyze theme
❏ 3Understand symbolism
❏ Make inferences
❏ Support theme or idea with details from the text
❏ Summarize
❏ Understand the difference between fact and opinion or judgment

Vocabulary

❏ theme
❏ central idea
❏ convey
❏ details
❏ summarize
❏ distinct
❏ fact
❏ opinion
❏ judgment

Question Stems

❏ What does the story suggest about life?
❏ What does_____represent in this story?
❏ Which of the following best captures the theme?
❏ In what way is____like____?
❏ The words in this sentence create the impression that____.
❏ How can you best summarize the text?
❏ Is your summary free of personal opinions or judgements?

**Criteria For Success
(Performance Level Descriptors)**

Limited: Identify a central idea and provide a retelling of events of a text
Basic: Identify a central idea of a text and provide a simple summary of a text distinct from personal opinions or judgments
Proficient: Determine a central idea of a text and how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments;
Accelerated: Evaluate central ideas and how they are conveyed through particular details and provide a summary of a text distinct from personal opinions or judgments explicitly to the text as the basis for answers;
Advanced: Evaluate central ideas and how they are conveyed through particular details; provides a comprehensive summary distinct from personal opinions or judgments;

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RL 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL 7.2: Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.

RL 6.3

Standard: Describe how a particular story's 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.

Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Question(s)

❏ How do the actions of the characters in the text move the plot to a resolution?

Essential Skills

❏ Describe a plot
❏ Sequence a series of episodes in a story or drama
❏ Identify the problem
❏ Summarize
❏ Describe how characters change throughout a story or drama
❏ Determine the resolution of a story or drama
❏ Describe how characters respond as the plot moves toward resolution

Vocabulary

❏ describe
❏ plot
❏ episodes
❏ characters/character traits
❏ resolution
❏ dialogue

Criteria For Success
(Performance Level Descriptors)

Limited: Identify a basic plot of a particular story or drama and how the main character changes;
Basic: Explain how the plot of a particular story or drama unfolds and how the characters change;
Proficient: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
Accelerated: Explain how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of characters contribute to the plot as it moves toward a resolution
Advanced: Analyze how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

Question Stems

❏ Summarize the story or drama using key information.
❏ Sequence the story or drama
❏ Describe how a character evolves with the plot
❏ Describe the plot of a story or drama.
❏ How does the plot unfold?
❏ Describe the problem. How was it resolved?
❏ What can you infer about _   ? (character, plot, resolution)
❏ The character's reactions in paragraph _   tells the reader that _ .
❏ At what point in the story did the character begin to change?

RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 6.4	**Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.	**Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Essential Question(s)

- ❑ How does the author's use of specific types of figurative language and connotation affect the meaning of the text?
- ❑ How does word choice impact the tone and mood of the text?

Essential Skills:
- ❑ Understand synonyms
- ❑ Understand connotations
- ❑ Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- ❑ Compare & contrast
- ❑ Understand how word choice impacts meaning
- ❑ Understand how word choice impacts tone
- ❑ Interpret words and phrases
- ❑ Make inferences

Vocabulary

- ❑ phrases
- ❑ figurative meaning
- ❑ connotative meaning
- ❑ analyze
- ❑ specific
- ❑ impact
- ❑ meaning
- ❑ tone
- ❑ word choice
- ❑ determine

Criteria For Success

(Performance Level Descriptors)

Limited: Demonstrate a basic understanding of simple figurative language or word relationships, using the relationship between particular words to better understand each of the words;

Basic: Demonstrate a basic understanding of simple figurative language or word relationships, using the relationship between particular words to better understand each of the words, and identifying the connotations of familiar words with similar denotations;

Proficient: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, and distinguishing among connotations of words with similar denotations

Accelerated: Analyze the effect of figurative language, word relationships and nuances, distinguishing among connotations of words with similar denotations

Advanced: Analyze the purpose and effect of complex figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations

Question Stems

- ❑ What does the word/phrase____mean in this selection?
- ❑ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ❑ Which of the following synonyms is closest in the meaning to the word____?
- ❑ In this sentence, the word____means____.
- ❑ Is a feeling or emotion associated with the word usage?
- ❑ How did the author use word choice to impact meaning and tone?
- ❑ What word(s) could you use to replace____in order to shift the tone?

Key Strategies
- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

RL 5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4-6 for additional expectations.)**	**RL 7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of

Ohio Learning Standards – Clear Learning Targets – ELA Grade 6

RL 6.5	**Standard:** 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.	**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Essential Question(s)

- ❏ How does the text structure help me understand the text?
- ❏ Why does the structure of the text matter?
- ❏ How does text structure develop the story elements in the text?

Essential Skills:

- ❏ Understand text structures and their parts
- ❏ Understand how a theme, setting, or plot develops
- ❏ Understand and analyze how text structure contributes to the development of the theme, setting and plot
- ❏ Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text.

Vocabulary

- ❏ analyze
- ❏ scene
- ❏ stanza
- ❏ text structure
- ❏ theme
- ❏ setting plot

**Criteria For Success
(Performance Level Descriptors)**

Limited: Identify a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text
Basic: Describe how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text;
Proficient: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure and contributes to the development of the theme, setting, or plot
Accelerated: Analyze how a particular sentence, chapter, scene, or stanza affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text
Advanced: Analyze how a particular sentence, chapter, scene, or stanza affects the overall text structure and contributes to the development of the theme, setting, or plot throughout the text, citing evidence from the text to support the response

Question Stems

- ❏ How does the theme, setting or plot develop?
- ❏ What words help the development of the theme, setting or plot?
- ❏ How does____contribute to the development of the theme, setting, or plot?
- ❏ How does the sentence, chapter, scene, or stanza fit into the overall structure of a____?
- ❏ Analyze the text structure and explain why the author chose to write it this way.
- ❏ If you were to create an outline of this text, where would this particular sentence/chapter/scene or stanza be placed?

Key Strategies

- ● Discussion and debate
- ● Assimilating prior knowledge
- ● Annotating text
- ● Seeking meaning of unknown vocabulary
- ● Making and revising predictions

RL 5.5: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem	**RL 7.5**: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL 6.6	**Standard:** Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.	**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

Essential Question(s)

- ❏ How does the point of view influence how the story is told?

Essential Skills

- ❏ Explain point of view through a narrator or speaker.
- ❏ Explain how an author develops different points of view.
- ❏ Identify details used to develop point of view.
- ❏ Recognize author's strategies to develop point of view.

Vocabulary

- ❏ author
- ❏ point of view
- ❏ develop
- ❏ narrator
- ❏ speaker in text

Criteria For Success (Performance Level Descriptors)

Limited: Describe a narrator's or speaker's explicitly stated point of view in a text;
Basic: Describe the point of view of the narrator or speaker in a text;
Proficient: Explain how an author develops the point of view of the narrator or speaker;
Accelerated: Analyze how an author develops the point of view of the narrator or speaker;
Advanced: Analyze how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis

Question Stems

- ❏ How does the author develop the narrator or speaker's point of view?
- ❏ How does the author's word choice help develop the narrator or speaker's point of view?
- ❏ Who is the narrator?
- ❏ From whose point of view is the text written?
- ❏ How did the author help develop the character's point of view?
- ❏ What is the author's perspective?
- ❏ How does a character's point of view impact perspective?

Key Strategies

- ● Discussion and debate
- ● Assimilating prior knowledge
- ● Annotating text
- ● Seeking meaning of unknown vocabulary
- ● Making and revising predictions

RL 5.6: Describe how a narrator's or speaker's point of view influences how events are described.	**RL 7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL 6.7

Standard: 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.

Anchor: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Essential Question(s)

❏ How does reading a text differ from seeing or hearing to a version of the text?

Essential Skills

❏ Recognize the differences of multiple text formats - text, audio, visual, live performance.
❏ Compare and contrast what is seen/heard in a text when visually/auditorily presented to what is experienced when read.

Vocabulary

❏ compare
❏ contrast
❏ experience
❏ drama
❏ poetry
❏ viewing
❏ audio
❏ perception
❏ similarities
❏ differences

Question Stems

❏ How does reading a story compare to the audio or video version?
❏ What do you see/hear when reading the text?
❏ Explain your perception of what you hear and see.
❏ Explain the differences between what you see and hear when reading to your perception of what you hear
❏ and watch in an audio, video or live version.
❏ What was similar/different? How? Why?

**Criteria For Success
(Performance Level Descriptors)**

Limited: Identify basic similarities between reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text;;
Basic: Identify similarities between reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
Proficient: 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
Accelerated: Analyze the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text
Advanced: Analyze the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including analyzing auditory, visual and graphic effects and how the student perceives their contribution;

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RL 5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL 7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Ohio Learning Standards – Clear Learning Targets – ELA Grade 6

RL 6.9	**Standard:** 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.	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Question(s)

❏ How do different stories of different genres approach similar themes and topics?

Essential Skills

❏ Understand the compare/contrast pattern
❏ Recognize text forms and genres
❏ Understand how themes are developed
❏ Identify text topics
❏ Identify the characteristics of different genres.
❏ Analyze how stories of different genre approach a similar theme and topic.

Vocabulary

❏ compare
❏ contrast
❏ similarities
❏ differences
❏ text
❏ genres
❏ theme
❏ historical novels
❏ fantasy
❏ realism

Question Stems

❏ How are_____and_____alike/similar?
❏ How are_____and_____different?
❏ What are the text forms/genres of each selection?
❏ What is the topic or theme of each selection?
❏ Although the topic/theme of these passages is similar, how does the presentation differ?
❏ Why do you think the author used this approach in relaying the theme?

Criteria For Success
(Performance Level Descriptors)

Limited: Identify overtly differing textual elements in different forms or genres with similar themes or topics
Basic: Identify differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics
Proficient: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics
Accelerated: Compare, contrast and analyze texts in different forms or genres in terms of their approaches to similar themes and topics
Advanced: Compare, contrast and evaluate 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

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RL 5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL 7.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL 6.10	**Standard:** 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

Essential Question(s)

❏ What strategies am I using to become an independent and proficient reader of literary texts?

Essential Skills

❏ Read various forms of literature fluently
❏ Demonstrate comprehension of various forms of literary text
❏ Read independently and comprehend complex texts.
❏ Make an effort to independently read texts of increasing complexity.
❏ Monitor comprehension
❏ Identify/understand key ideas and details.
❏ Identify/understand craft and structure.
❏ Identify/understand integration of knowledge.
❏ Comprehend integration of knowledge.

Vocabulary

❏ literature
❏ drama
❏ poetry
❏ fluency
❏ comprehension

Criteria For Success (Performance Level Descriptors)

(no source level data)

Question Stems

❏ What have you read independently lately?
❏ What genres have you recently read?
❏ What genre did you enjoy the most?
❏ Have you read multiple books by the same author?
❏ Who is your favorite author?
❏ Do you think you are ready to read a more complex text or different type of literature?
❏ What is the lexile level of this text?
❏ Briefly summarize the plot and theme of the text.

RL 5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

RL 7.10: 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	**Standard:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Anchor**: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Essential Question(s)

❏ How can I prove what I have learned from the text?
❏ How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?

Essential Skills

❏ Identify textual evidence supporting analysis
❏ Summarize and cite the evidence that supports explicit analysis and inferences
❏ Reading Comprehension
❏ Draw inferences
❏ Support inference with evidence from the text
❏ Analyze the text

Vocabulary

❏ analyze
❏ explicit
❏ inference
❏ textual evidence
❏ generalizations
❏ accurate
❏ concepts

**Criteria For Success
(Performance Level Descriptors)**

Limited: Cite textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text
Basic: Cite textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text
Proficient: Cite evidence to support analysis of inferences and explicit details
Accelerated: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
Advanced: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as complex inferences drawn from the text

Question Stems

❏ What does the author mean when he/she says_____?
❏ What conclusions can be drawn?
❏ What textual evidence does the text give to prove these generalizations accurate?
❏ Analyze the text and determine the most important concepts.

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2	**Standard:** Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details.	**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Question(s)

❏ How can I summarize the main idea of the text based on details provided by the author?

Essential Skills

❏ Reading Comprehension
❏ Determine the central idea
❏ Identify supporting details
❏ Summarize
❏ Understand the difference between fact and opinion or judgment

Vocabulary

❏ theme
❏ idea
❏ convey
❏ details
❏ summary
❏ distinct
❏ fact
❏ opinion
❏ judgment
❏ suggest

Criteria For Success
(Performance Level Descriptors)

Limited: Identify a central idea of a text and provide a basic retelling of events
Basic: Identify a central idea and provide a simple summary distinct from personal opinions or judgments
Proficient: Determine a central idea and how it is conveyed through particular details and provide a summary distinct from personal opinions or judgments
Accelerated: Evaluate central ideas and how they are conveyed through particular details in a text; provide a summary distinct from personal opinions or judgments
Advanced: Evaluate central ideas and how they are conveyed through particular details in a text; provide a summary distinct from personal opinions or judgments

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

Question Stems

❏ What does the text suggest?
❏ Which of the following best captures the theme?
❏ Analyze text to determine central idea and supporting details.
❏ What distinct details convey the central idea of this piece?
❏ How can you best summarize the text?
❏ Does your summary include the central idea?

RI 5.2: Determine two or more main ideas and how they are supported by key details; summarize the text.

RI 7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI 6.3	**Standard:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Question(s)

❏ How can the details elaborated in the text increase my understanding of what I read?

Essential Skills

❏ Understand and identify how a key individual/event/idea is introduced
❏ Understand and identify how a key individual/event/idea is illustrated
❏ Understand and identify how a key individual/event/idea is elaborated upon
❏ Identify examples and anecdotes
❏ Understand how an event or idea is introduced

Question Stems

❏ Analyze in detail how an individual, event, or idea is introduced in a text.
❏ Explain why it was important for the author to introduce the individual/event/idea at this point in the text.
❏ How did the individual/events/idea change over the course of the text?
❏ Where does the author provide an example or anecdote to support the development of an individual/event/idea?

Vocabulary

❏ analyze
❏ detail
❏ event
❏ elaborate
❏ illustrate
❏ explain
❏ anecdotes
❏ individual
❏ elaborate

Criteria For Success
(Performance Level Descriptors)

Limited: Identify how a key individual, event, or idea is introduced and illustrated
Basic: Explain how a key individual, event, or idea is introduced and elaborated
Proficient: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
Accelerated: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text, and use evidence from the text to explain relationships among key individuals, events, or ideas
Advanced: Analyze how a key individual, event, or idea is introduced, illustrated and elaborated in a text using evidence to evaluate relationships among individuals, events, or ideas

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**RI 7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

| RI 6.4 | **Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | **Anchor:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

Essential Question(s)

❏ How can I learn the meaning of words and phrases in the text?

❏ How can the use of figurative, connotative, and technical meanings help me understand the meaning of the text?

Essential Skills:

❏ Identify and interpret connotations
❏ Identify and interpret figurative language
❏ Identify and interpret technical language
❏ Make inferences

Vocabulary

❏ phrases
❏ figurative meaning
❏ connotative meaning
❏ synonyms
❏ antonyms
❏ analyze
❏ specific
❏ impact
❏ meaning
❏ tone
❏ word choice
❏ determine

Criteria For Success

(Performance Level Descriptors)

Limited: Identify basic figurative, connotative, or technical meanings of words and phrases
Basic: Identify figurative, connotative, or technical meanings of words and phrases
Proficient: Determine figurative, connotative, and technical meanings of words and phrases
Accelerated: Analyze figurative, connotative, and technical meanings of words and phrases and the impact of specific word choice
Advanced: Analyze the implied figurative, connotative, and technical meanings of words and phrases and the impact of specific word choice

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

Question Stems

❏ What does the word/phrase_____mean in this selection?
❏ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
❏ Which of the following synonyms is closest in the meaning to the word_____?
❏ In this sentence, the word_____means_____.
❏ What is the technical meaning of the word?

| **RI 5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.* **(See grade 5 Language standards 4-6 for additional expectations.)** | **RI 7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |

RI 6.5	**Standard:** 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.	**Anchor:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

Essential Questions

❏ How do the parts of the text contribute to the overall development of the ideas?

Essential Skills

❏ Analyze text structure and its smaller parts
❏ Understand how ideas develop
❏ Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas

Vocabulary

❏ analyze
❏ chapter heading
❏ stanza
❏ text structure
❏ section
❏ paragraph
❏ graphics
❏ headings
❏ captions
❏ media

Criteria For Success

(Performance Level Descriptors)

Limited: Locate a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text;

Basic: Explain how a particular sentence, paragraph, chapter, or section contributes to overall text structure and the development of ideas explicitly as well as simple inferences drawn from the text

Proficient: 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

Accelerated: Articulate why the author uses a particular sentence, paragraph, chapter, or section and explain how it contributes to the development of the ideas

Advanced: Articulate why the author uses a particular sentence, paragraph, chapter, or section and explain how it develops ideas, citing evidence as support

Question Stems

❏ Which sentence does not belong?
❏ How does the idea develop?
❏ What words help the development of an idea?
❏ How does_____contribute to the development of the idea?
❏ How does the sentence/paragraph/chapter/section fit into the overall structure of a_____?
❏ What is the main idea of the section, chapter, paragraph?
❏ What text features are used?
❏ How do the text feature assist the reader?

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RI 5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.

RI 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
   a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI 6.6	**Standard:** Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.	**Anchor**: Assess how point of view or purpose shapes the content and style of a text.

Essential Question(s)

❏ How does the point of view influence how the event is told?

Essential Skills

❏ Identify point of view
❏ Identify author's purpose
❏ Understand and explain how point of view /purpose develops and is conveyed

Question Stems

❏ What is the author's point or vies or purpose?
❏ How does the author's word choice help develop the point of view/purpose?
❏ Use the text to support how the point of view/purpose is conveyed by the author

Vocabulary

❏ author
❏ point of view
❏ develop
❏ narrator
❏ speaker in text

**Criteria For Success
(Performance Level Descriptors)**

Limited: Identify an author's explicitly stated point of view or purpose in a text
Basic: Identify an author's point of view or purpose in a text and give an example of how it is conveyed in the text
Proficient: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text
Accelerated: Analyze an author's point of view and purpose in a text
Advanced: Analyze an author's point of view and purpose in a text; provide textual evidence to show how the author's purpose is conveyed in the text

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RI 5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**RI 7.6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI 6.7	**Standard:** 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.	**Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Question(s)

❏ How do visuals, such as charts and graphs, help me understand a topic better?

Essential Skills

❏ Integrate information from diverse media and formats
❏ Summarize information
❏ Develop understanding of a topic/issue
❏ Demonstrate understanding using information from various media/formats.

Question Stems

❏ What common understanding on the topic/issue did you develop?
❏ Which format best relays the message?

Vocabulary

❏ media format
❏ topic
❏ issue
❏ information
❏ synthesize
❏ summarize

Criteria For Success (Performance Level Descriptors)

Limited: Identify basic information presented in different media or formats to show a partial understanding of a topic or issue

Basic: Identify information presented in different media or formats to show a partial understanding of a topic or issue

Proficient: Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue

Accelerated: Analyze information presented in different media or formats to develop an understanding of a complex topic or issue

Advanced: Synthesize information presented in different media or formats to develop an understanding of a complex topic or issue

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RI 5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**RI 7.7:** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI 6.8	**Standard:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.	**Anchor:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Essential Question(s)

❏ How does the author use claims to make a good argument?

Essential Skills

- ❏ Understand how claims and/or arguments are supported
- ❏ Trace and evaluate arguments and claims
- ❏ Distinguish valid claims from claims that aren't supported
- ❏ Define argument and claim.

Vocabulary

- ❏ evaluate
- ❏ argument
- ❏ distinguishing claim
- ❏ evidence
- ❏ valid
- ❏ validity
- ❏ claim

**Criteria For Success
(Performance Level Descriptors)**

Limited: Identify specific claims, reasoning, and evidence in a text

Basic: Trace the argument and specific claims, reasoning, and evidence in a text

Proficient: 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

Accelerated: Trace and evaluate the argument and specific claims in a text, describing why the reasoning or evidence supports or does not support the claim

Advanced: Trace and evaluate the argument and specific claims in a text, explaining why the reasoning and evidence supports or does not support the claim

Question Stems

- ❏ What is the argument presented in the text?
- ❏ How is the argument developed and supported?
- ❏ Is the claim valid? Explain your answer.
- ❏ Show me evidence the supports the argument.
- ❏ Which of the evidence supporting the argument is most relevant?

Key Strategies

- ● Discussion and debate
- ● Assimilating prior knowledge
- ● Annotating text
- ● Seeking meaning of unknown vocabulary
- ● Making and revising predictions

RI 5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**RI 7.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Ohio Learning Standards – Clear Learning Targets – ELA Grade 6

RI 6.9	**Standard:** 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).	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Question(s)

❏ How can two different authors present information on the same topic?

Essential Skills

❏ Compare & contrast differing presentations of the same event
❏ Synthesize information
❏ Compare/contrast the events depicted by different authors.

Vocabulary

❏ compare
❏ contrast
❏ similar
❏ difference
❏ presentation
❏ event
❏ point of view
❏ perspective

Question Stems

❏ Compare_____presentation of_____to_____presentation of_____.
❏ How do the works of_____differ from the works of_____?
❏ Explain the similarities and differences of_____and_____.
❏ What is common in both texts?
❏ How do the texts differ?
❏ Which of the authors' approaches do you prefer? Why?

Criteria For Success
(Performance Level Descriptors)

Limited: Compare and contrast one author's presentation of events with that of another, identifying explicit similarities and differences.

Basic: Compare and contrast one author's presentation of essential events with that of another

Proficient: Compare and contrast one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person)

Accelerated: Compare and contrast one author's presentation of events with that of another and provide Limited: evidence to illustrate the impact of the different presentations

Advanced: Compare and contrast one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person); provides evidence to illustrate the impact of the different presentations the author's purpose is conveyed in the text

Key Strategies

● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising predictions

RI 5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI 7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI 6.10	**Standard:** 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.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

Essential Question(s)

❏ What strategies am I using to become an independent and proficient reader of informational texts?

Essential Skills

❏ Read various forms of literary nonfiction fluently
❏ Demonstrate comprehension of various forms of literary text
❏ Read independently and comprehend complex texts.
❏ Make an effort to independently read texts of increasing complexity.
❏ Monitor comprehension

Vocabulary

● fluency
● comprehension
● non-fiction

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems

❏ What have you read independently lately?
❏ What are the topics/central ideas of the nonfiction texts that you have recently read?
❏ What topic did you enjoy the most?
❏ Have you read multiple books by the same author?
❏ Who is your favorite author?
❏ Do you think you are ready to read a more complex text or different type of literary nonfiction?
❏ What is the lexile level of this text?
❏ Briefly summarize the central idea of the text.

RI 5.10: By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	**RI 7.10:** 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

Standard: Write arguments to support claims with clear reasons and relevant evidence.
a. Establish a thesis statement to present an argument.
b. Introduce claim(s) and organize the reasons and evidence clearly.
c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
e. Establish and maintain a formal style.
f. Provide a concluding statement or section that follows from the argument presented.

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Question(s)

❏ How can I use relevant reasons to write an argument to support a claim?
❏ How can I use credible information to support my claims in an argument?

Essential Skills

❏ Understand the rhetoric of argument
❏ Introduce a precise claim
❏ Provide reasons and evidence to support claims
❏ Determine relevance of evidence
❏ Utilize credible sources
❏ Utilize transitional expressions to establish relationships among claims and reasons
❏ Understand and use a formal style
❏ Provide an effective conclusion

Vocabulary

- arguments
- claims
- clear reasons
- relevant evidence
- facts, reasons, details
- credible source
- topic
- thesis statement
- persuade
- style
- conclusion
- transitions
- supporting evidence

Criteria For Success
(Performance Level Descriptors)

Limited: Attempt to provide a claim or controlling idea, use an inconsistent or unclear organizational structure, lack evidence, employ the most basic sentence construction and word choice

Basic: Provide a claim or controlling idea, use an inconsistent or unclear organizational structure, include loosely related support by referencing evidence that demonstrates a partial understanding of grade level texts, employ simple sentence construction and word choice

Proficient: Adequately sustain a claim or controlling idea, include a clear organizational structure, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure, and include adequate word choice

Accelerated: Sustain a focused claim or controlling idea, include an effective organizational structure, provide relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, vary sentence structure with purposeful word choice to enhance meaning

Advanced: Thoroughly sustain a focused claim or controlling idea, fully address a counterclaim when appropriate, utilize a purposeful organizational structure, provide specific, appropriate, and integrated support that Page 6 | Grade 6 ELA Performance Level Descriptors | January 2016 demonstrates a nuanced understanding of grade-level texts, purposefully employ sentence structure and word choice to enhance meaning.

Key Strategies

- Discussion and debate
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising prediction

Question Stems

❏ How can you clearly introduce your claim?
❏ What reasons/evidence best supports your claim?
❏ Is the evidence relevant? Are your sources credible?
❏ What words will assist the reader in clarifying the relationship between the claim and reasons?
❏ What makes your piece formal in style?
❏ Is your concluding statement congruent with the argument presented?

W 5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and formation.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinions and reasons using words, phrases, and clauses (e.g., *consequently, specifically).*
d. Provide a concluding statement or section related to the opinion presented.

W 7.1: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

W 6.2

Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Establish a thesis statement to present information.
b. 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 to aid comprehension, if needed.
c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
d. Use appropriate transitions to clarify the relationships among ideas and concepts.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
f. Establish and maintain a formal style.
g. Provide a concluding statement or section that follows from the information or explanation presented.

Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Question(s)
❏ How can I establish a clear thesis and support the thesis with evidence?
❏ How can I use transitions to create cohesion and demonstrate logical order?
❏ How can I use credible information to support my claims in an argument?

Essential Skills
❏ Convey information accurately
❏ Understand and use various organizational structures
❏ Utilize formatting, graphics, and multimedia
❏ Introduce a topic
❏ Use facts, concrete details, quotations, examples to develop the topic
❏ Utilize transitional expressions to establish relationships among ideas and concepts
❏ Understand and use precise vocabulary
❏ Incorporate definitions of terms
❏ Understand and use domain-specific vocabulary
❏ Understand and use a formal style
❏ Provide an effective conclusion

Vocabulary

❏ explanation
❏ elaboration
❏ audience
❏ thesis statement
❏ formal style
❏ conclusion
❏ introduction
❏ transitions
❏ topic
❏ compare/contrast
❏ cause/effect
❏ formatting
❏ heading
❏ classification
❏ organization
❏ analysis
❏ relevant content

Criteria For Success (Performance Level Descriptors)

(no source level data)

Key Strategies
● Discussion and debate
● Assimilating prior knowledge
● Annotating text
● Seeking meaning of unknown vocabulary
● Making and revising prediction

Question Stems
❏ How can you clearly introduce your topic?
❏ What organizational structure will best enable to you to convey your information?
❏ What facts/details/examples/quotations help to develop your topic?
❏ What words will assist the reader in clarifying the relationship among the ideas and concepts?
❏ What makes your piece formal in style?
❏ Is your concluding statement consistent with the information presented?

W 5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

    a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (*e.g., headings)*, illustrations, and multimedia when useful to aiding comprehension.

    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

    c. Link ideas within and across categories of information using words, phrases, and clauses (*e.g., in contrast, especially).*

    d. Use precise language and domain specific vocabulary to inform about or explain the topic.

    e. Provide a concluding statement or section related to the information or explanation presented.

W 7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

    a. Introduce a topic or thesis statement clearly, previewing what is to follow; 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.

    b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

    c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    e. Establish and maintain a formal style.

    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W 6.3	**Standard:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 　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. 　b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 　c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. 　d. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events. 　e. Provide a conclusion that follows from the narrated experiences or events.	**Anchor:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.

Essential Question(s)

- ❏ How can I use appropriate details and organization to express a real or imagined event?
- ❏ How can I use appropriate techniques to express the event more effectively?

Essential Skills

- ❏ Convey an experience or event
- ❏ Understand narrative (vs. expository) techniques
- ❏ Establish context and narrator/characters
- ❏ Organize a logical/natural event sequence
- ❏ Craft dialogue
- ❏ Use descriptive/sensory language
- ❏ Utilize transitional expressions to convey sequence and signal shifts
- ❏ Provide an effective conclusion

Vocabulary

- ● plot
- ● characters
- ● setting
- ● resolution
- ● point of view
- ● sensory details
- ● dialogue
- ● sequence
- ● event
- ● mood
- ● narrator
- ● descriptive language
- ● transitions/story connectors

Criteria For Success (Performance Level Descriptors)

(no source level data)

Question Stems

- ❏ What experience or event will you write about?
- ❏ How will you introduce your characters and narrator?
- ❏ How will you organize the events in your story? Are they logical?
- ❏ What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
- ❏ How can you use dialogue to convey the experience?
- ❏ How and where can the use of descriptive language assist in conveying the experience?
- ❏ Are the descriptive details provided relevant?
- ❏ How will you provide a satisfying conclusion?

W 5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

W 7.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects the narrated experiences or events.

W 6.4	**Standard:** 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.)	**Anchor:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential Question(s)
- ❏ Why do I write?

Essential Skills
- ❏ Understand various writing text types and their organizational structures
- ❏ Identify and understand the writing task
- ❏ Identify and understand the writing purpose
- ❏ Determine and address the audience appropriately
- ❏ Understand and utilize appropriate style
- ❏ Determine suitable idea development, organization, and style strategies.

Vocabulary
- ❏ organization
- ❏ style
- ❏ task
- ❏ purpose
- ❏ audience

**Criteria For Success
(Performance Level Descriptors)**

Limited: Demonstrate a lack of command of the conventions of standard English grammar, usage, and mechanics
Basic: Demonstrate basic command of the conventions of standard English grammar, usage, and mechanics
Proficient: Demonstrate command of the conventions of standard English grammar, usage, and mechanics
Accelerated: Demonstrate strong command of the conventions of standard English grammar, usage, and mechanics
Advanced: Demonstrate mastery of the conventions of standard English grammar and usage

- ❏ **Question Stems**
- ❏ What form of writing does the prompt call for?
- ❏ What organizational structure will you use?
- ❏ What is the purpose for writing?
- ❏ Who is the audience?
- ❏ How will you organize and develop your thoughts before writing?
- ❏ Did you use vocabulary that is appropriate to your audience?
- ❏ Are you using a formal or informal style of writing? Which would be most appropriate for your audience?

Key Strategies
- ● Discussion and debate
- ● Assimilating prior knowledge
- ● Annotating text
- ● Seeking meaning of unknown vocabulary
- ● Making and revising prediction

W 5.4: Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. *(Grade-specific expectations for writing types are defined in Standards 1–3 above)*	**W 7.4:** 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.)

Ohio Learning Standards – Clear Learning Targets – ELA Grade 6

W 6.5	**Standard:** 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.)	**Anchor:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Question(s)

❏ How does the writing process make me a better writer?

Essential Skills

❏ Develop and use planning templates
❏ Understand and utilize revision techniques
❏ Identify and edit text-problems
❏ Understand and use multiple writing approaches
❏ Receive and provide writing guidance
❏ With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.

Vocabulary

❏ planning
❏ revising
❏ editing
❏ rewriting
❏ organization

Criteria For Success (Performance Level Descriptors)

(no source level data)

Question Stems

❏ How will you plan your writing piece?
❏ How does your planning template compare with your writing piece? Was something added/omitted? Why
❏ What is the best title for this piece?
❏ Is the structure you selected the most effective format for conveying your ideas?
❏ Is additional evidence, description, or clarification needed anywhere in the piece?
❏ Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
❏ Do all sentences belong? Do some sentences need to be reworded or deleted?
❏ Is your writing free of writing conventions errors?
❏ Where should you go if you need helping editing?

W 5.5: With 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 5.*)

W 7.5: 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 focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)

W 6.6	**Standard:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.	**Anchor:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Question(s)

❏ How can technology be used as a tool to write, publish, and/or collaborate?

Essential Skills

❏ Use technology proficiently for production, publication, and collaboration
❏ Demonstrate keyboarding skills (three page/single sitting minimum)
❏ Access and use the Internet
❏ Know how to download, save, upload, and attach documents.

Vocabulary

❏ publish
❏ keyboarding
❏ medium
❏ collaborate
❏ interact
❏ skills

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems

❏ What software will you use to create this document?
❏ How can the Internet serve as a tool for production, publication, and collaboration?
❏ What medium will you use to publish your writing so that others can access it?
❏ How will you use technology to collaborate and interact with others about your writing?

W 5.6: With guidance and support from adults, 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 two pages in a single sitting.	**W 7.6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W 6.7	**Standard:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Question(s)

❏ How can I learn more about a topic by completing a research project?

Essential Skills

❏ Understand steps of an investigation
❏ Develop an inquiry question
❏ Conduct research drawing on several sources
❏ Synthesize and summarize information
❏ Cite a variety of sources
❏ Narrow/refocus the inquiry by selecting information from multiple sources.

Vocabulary

❏ key words
❏ site source
❏ internet search
❏ synthesize
❏ research
❏ project
❏ inquiry
❏ bibliography
❏ investigation
❏ precise

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems

❏ What subject are you investigating?
❏ What is your inquiry question?
❏ How will locate sources?
❏ What is the origin of the sources you are using?
❏ How do correctly cite your sources?
❏ How does the information drawn from various sources provide an answer to your question?
❏ Is the information from the various sources consistent / complimentary?
❏ Does your inquiry question need to be altered as a result of your findings?
❏ How can you best summarize your findings?
❏ What did you learn from this inquiry?

W 5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W 7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W 6.8	**Standard:** 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.	**Anchor:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Question(s)

- ❏ How can I recall and organize information accurately?
- ❏ How can I collect and organize information accurately?
- ❏ Why is it important for me to know how to summarize and paraphrase others' work?
- ❏ How can I quote a source without plagiarizing?

Essential Skills

- ❏ Gather print and digital information (research)
- ❏ Assess relevance of information
- ❏ Assess credibility of sources
- ❏ Utilize quotes
- ❏ Paraphrase correctly
- ❏ Create a bibliography

Vocabulary

- ❏ Research
- ❏ Source
- ❏ digital source
- ❏ credible
- ❏ quote
- ❏ quotation
- ❏ summarize
- ❏ paraphrase
- ❏ plagiarism
- ❏ bibliography

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems

- ❏ How will you locate information from both print and digital sources?
- ❏ What makes this information relevant to the topic?
- ❏ How do you know that the source is credible?
- ❏ What direct quotes will you use?
- ❏ What conclusive information do you plan to include?
- ❏ How will you paraphrase the information?
- ❏ How do you cite (various) sources in a bibliography?

W 5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**W 7.8:** Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W 6.9	**Standard:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
	   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").
	   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").
		Anchor: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Question(s) ❏ How can I use evidence to support my purpose? **Essential Skills** ❏ Analyze literary or informational texts ❏ Identify evidence to support analysis/research ❏ Recognize and understand organizational structures ❏ Reflect on key ideas and details in literature as evidence of understanding text.	**Vocabulary** ❏ analyze ❏ evidence ❏ support ❏ research ❏ credible ❏ author ❏ reason	**Criteria For Success** **(Performance Level Descriptors)** *(no source level data)*

Question Stems

❏ What evidence can you draw from the passage to support your analysis or position?
❏ How does the author present the information?
❏ What similarities in the various texts do you notice?
❏ What conclusions can you make based on the text(s)?

W 5.9: Draw evidence from literary or informational texts to support analysis, reflection and research.
  a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
  b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
	W 7.9: Draw evidence from literary or informational text to support analysis, reflection and research.
	  a. Apply grade7 Reading standards to literature (e.g.,"Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history").
	  b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W 6.10	**Standard:** 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.	**Anchor:** 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 tasks, purposes, and audiences.

Essential Question(s)
❏ Why is it important to write regularly?
❏ Why is it important to adopt the routine of research, reflection, and revision?
❏ Why is it important to write for different reasons and different audiences?

Essential Skills
❏ Identify and understand the task
❏ Identify and understand the purpose
❏ Identify and understand the audience
❏ Compose a variety of text types
❏ Communicate information effectively
❏ Identify Organizational Structures

Vocabulary
❏ Reflection
❏ Revision
❏ rough draft
❏ editing
❏ summary

Criteria For Success
(Performance Level Descriptors)

(no source level data)

Question Stems
❏ How can you create an outline (with time frames) to facilitate/organize your writing?
❏ What is the purpose of this writing?
❏ What is the specific task?
❏ Who is the intended audience?
❏ How will you address the audience's knowledge/perspective?

W 5.10: 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.

W 7.10: 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

Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Essential Question(s)
- ❑ How are my conversation skills dependent on the makeup of the group?
- ❑ What contributions can I make to the conversation when I'm prepared and engaged?

Essential Skills

- ❑ Prepare for discussions by reading required material
- ❑ Express yourself clearly
- ❑ Know how to incorporate evidence or information about the topic, text, or issue during the discussion
- ❑ When working in groups:
  - o Know what behaviors are appropriate
  - o Know the roles and the tasks associated with the role
  - o Come to agreement on goals for the group and deadlines for completing the task
- ❑ Pose and respond to questions
- ❑ Contribute to the discussion by elaborating on the comments of others
- ❑ Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed.
- ❑ Review key ideas discussed by paraphrasing them

Vocabulary
- ❑ precise language
- ❑ collaborative
- ❑ discussion
- ❑ issues
- ❑ express
- ❑ support
- ❑ formal language
- ❑ evidence
- ❑ elaborate
- ❑ perspective
- ❑ reflection
- ❑ paraphrase

Criteria For Success (Performance Level Descriptors)

(no source level data)

Question Stems

- ❑ How did you prepare for today's discussion?
- ❑ What are some questions you might ask during the discussion?
- ❑ Based on what you read, what might you want to discuss more deeply with your group?
- ❑ Will your group need to designate group tasks? How will you decide what roles you will take?
- ❑ How did you contribute to the group?
- ❑ After listening to the group discussion, reflect on what you heard? Do you agree with the ideas of_____?
- ❑ Can you paraphrase key ideas?
- ❑ In writing, review the key ideas expressed during the discussion.
- ❑ Was the group discussion effective? What did you learn?

SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

    a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

    b. Follow agreed-upon rules for discussions and carry out assigned roles.

    c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

    d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues* building on others' ideas and expressing their own clearly.

    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

    d. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL 6.2	**Standard:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	**Anchor**: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Question(s)

❏ How do I determine what is important in diverse media formats to understand a topic?

Essential Skills

❏ Identify different sources and formats of information
❏ Interpret information from various sources
❏ Explain how different media and formats contribute to how information is interpreted
❏ Visually, quantitatively, and orally interpret information presented in various media formats through charts and graphs, or speaking.

Vocabulary

❏ Interpret
❏ diverse media
❏ formats
❏ visually
❏ quantitatively
❏ orally
❏ contributes
❏ print media
❏ digital media
❏ issue

Criteria For Success (Performance Level Descriptors)

(no source level data)

Question Stems

❏ What format is used to present the information?
❏ How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information?
❏ Who is the intended audience? Did this influence which media format was used to deliver the information?
❏ What is your topic? What media will you use to present your information?
❏ Are there other factors that you consider when choosing a media format?

SL 5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**SL 7.2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL 6.3	**Standard:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Essential Question(s)

- ❏ How do I determine which claims are valid when listening to a speaker?

Essential Skills

- ❏ Identify claims and arguments
- ❏ Understand what constitutes evidence
- ❏ Know when something is reasonable
- ❏ Identify specific claims supported by evidence
- ❏ Identify arguments that are logical and within reason
- ❏ Identify the reasons and evidence that support a person's claims

Vocabulary

- ❏ Delineate
- ❏ reason
- ❏ argument
- ❏ claim
- ❏ evidence
- ❏ fact
- ❏ opinion

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems

- ❏ Is the speaker's argument valid? Why or why not?
- ❏ Are the claims that the speaker uses to support the argument valid? Why or why not?
- ❏ How is the argument supported?
- ❏ Are the speaker's claims based on fact and evidence?
- ❏ Are the speaker's arguments based on faulty logic?
- ❏ What information was factual?
- ❏ Which claims were based on opinion?
- ❏ Was the factual information backed with relevant evidence?

SL 5.3: Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies.**

SL 7.3: Delineate a speaker's argument and specific claims*,* **and attitude toward the subject,** evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL 6.4	**Standard:** 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.	**Anchor:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Essential Question(s)
- ❑ How does the way I organize my presentation affect how my audience hears

  and understands the message?

Essential Skills
- ❑ Plan and deliver presentations
  - o argument
  - o narrative
  - o informative/explanatory
  - o response to literature
- ❑ Distinguish between a claim and a finding
- ❑ Use an organizer to sequence ideas logically
- ❑ Emphasize main ideas by using details, facts, gestures, body language
- ❑ Make eye contact, speak clearly/loudly enough for audience
- ❑ Use precise language, including terms found in different subjects
- ❑ Provide a strong conclusion

Vocabulary
- ❑ claim
- ❑ finding
- ❑ argument
- ❑ narrative
- ❑ informative
- ❑ response to literature
- ❑ sequence
- ❑ nonverbal elements
- ❑ accentuate
- ❑ theme
- ❑ eye contact
- ❑ clear pronunciation
- ❑ transitions
- ❑ conclusion

Criteria For Success (Performance Level Descriptors)

(no source level data)

Question Stems
- ❑ Do you have a plan for you presentation?
- ❑ What topic will you inform your audience about?
- ❑ How will you present your claims and evidence?
- ❑ What is the difference between a claim and an argument
- ❑ Do you have sufficient facts and evidence to support your claims?
- ❑ Is the presentation logical, moving from one point to the next?
- ❑ Are you using transitions to help your readers follow and understand your claim?
- ❑ Is the language in you presentation precise and relevant to the topic?
- ❑ How did you conclude your presentation?
- ❑ Was your conclusion strong? Why or why not?

SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.
- b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

SL 7.4: Present claims and findings (**e.g., argument, narrative, summary presentations)**, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.

SL 6.5	**Standard:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**Anchor:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Question(s)

❏ How do I decide the best place(s) in a presentation to use multimedia or visual displays?

Essential Skills

❏ Select appropriate multimedia components that have clear meaning to the presentation.
❏ Know how to create visual displays
❏ Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors
❏ Know how to embed photos, video, audio, texts and animation in a presentation

Vocabulary

❏ textual elements
❏ graphics
❏ audio
❏ video
❏ interactive elements
❏ images
❏ formats
❏ digital
❏ clarify
❏ multimedia components

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems

❏ How does the use of _____ enhance your presentation? The message?
❏ What digital media could you use to present your data clearly?
❏ What is the message or information you want to convey to your audience?
❏ How would including media help the presentation?
❏ Do the components help clarify the presentation?
❏ What kind of information could you convey by using animation, graphics, sound…
❏ How did you decide which images you would include?
❏ Did you strategically place your media components and visual displays to enhance understanding of your presentation topic?

SL 5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL 7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL 6.6	**Standard:** Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	**Anchor:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Question(s)
- ❏ Why do I need to think about the audience and purpose each time I speak?
- ❏ How do I decide when to use formal or informal English when speaking?

Essential Skills

- ❏ Identify the audience and purpose
- ❏ Know the difference between informal and formal English
- ❏ Vary sentence patterns for style
- ❏ Understand and adapt the delivery to appeal to the audience
- ❏ Enunciate and speak at appropriate volume and pace.
- ❏ Use conventions of language to improve expression
- ❏ Evaluate if formal or informal speech is appropriate in the context of a given situation.

Vocabulary
- ❏ context
- ❏ demonstrate
- ❏ formal English
- ❏ appropriate
- ❏ audience
- ❏ formal presentation
- ❏ purpose
- ❏ language conventions
- ❏ enunciation

Criteria For Success (Performance Level Descriptors)

(no source level data)

Question Stems

- ❏ What is the purpose for your speech?
- ❏ Are you trying to persuade or convince your audience?
- ❏ Who is the audience?
- ❏ Are you delivering a formal presentation?
- ❏ Will you need formal or informal English? Why?
- ❏ Are there places where you can substitute more precise engaging language to keep the listeners interested?
- ❏ How is your selection of word choice going to impact your presentation?
- ❏ How will you engage the listeners and keep them interested?
- ❏ How will you emphasize the important points?

SL 5.6: Adapts speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**SL 7.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.)

Ohio Learning Standards – Clear Learning Targets – ELA Grade 6

L 6.1

Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
   b. Use **all pronouns, including** intensive pronouns (e.g., myself, ourselves) **correctly.**
   c. Recognize and correct inappropriate shifts in pronoun number and person.
   d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   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.

Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Question(s)
❏ Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

Essential Skills

❏ Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.)
❏ Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite and intensive pronouns)
❏ Recognize variations from standard English

Vocabulary
❏ language conventions
❏ standard English
❏ proper case
❏ intensive pronoun
❏ vague pronouns
❏ conventional language
❏ antecedent
❏ subject pronoun
❏ object pronoun
❏ possessive pronoun

Criteria For Success
(Performance Level Descriptors)

(no source level data)

Question Stems

❏ What are subjective pronouns? How do they differ from /are related to objective and possessive pronouns?
❏ What is an intensive pronoun? How/when is it used?
❏ What are the singular/plural forms of the pronoun _   ?
❏ Can one easily identify who or what the pronoun _   is referring to? How can you clarify/reduce ambiguity?
❏ In what way does the passage deviate from conventional use of pronouns? What might the author/you do to address conventional errors and improve clarity?

L 5.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
   c. Use verb tense to convey various times, sequences, states, and conditions.
   d. Recognize and correct inappropriate shifts in verb tense.
   e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

L 7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
   b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.
   c. Recognize and correct inappropriate shifts in pronoun number and person.
   d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
   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	**Standard:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	   a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.
	   b. Spell correctly.
		Anchor: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Essential Question(s)
- ❏ Why is it important for me to know and follow the rules of standard English mechanics for writing?

Essential Skills

- ❏ Use commas, dashes, and/or parentheses
- ❏ Understand and punctuate nonrestrictive/parenthetical elements
- ❏ Recognize correct capitalization, punctuation, and spelling.

Vocabulary

- ❏ phrase
- ❏ clause
- ❏ nonrestrictive
- ❏ parenthetical element

Criteria For Success (Performance Level Descriptors)

(no source level data)

Question Stems

- ❏ What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence?
- ❏ How does a nonrestrictive element differ from a restrictive element?
- ❏ How do parenthetical elements enhance a sentence? What is their purpose?
- ❏ How should parenthetical elements be punctuated?
- ❏ How can punctuation of parenthetical elements denote significance?

L 5.2: Observe conventions of capitalization, punctuation, and spelling.

  a. Use punctuation to separate items in a series.
  b. Use a comma to separate an introductory element from the rest of the sentence.
  c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you.*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  d. Use underlining, quotation marks, or italics to indicate titles of works.
  e. Spell grade-appropriate words correctly, consulting references as needed.

L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.
  b. Spell correctly.

L 6.3	**Standard:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style. b. Maintain consistency in style and tone.	**Anchor:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Essential Question(s)
- ❏ How can I convey my ideas effectively through word choice and punctuation?

Essential Skills

- ❏ Recognize and use a variety of sentence patterns
- ❏ Identify and use appropriate language to address audience
- ❏ Recognize and employ consistent style
- ❏ Recognize and employ consistent tone
- ❏ Apply knowledge of language conventions when writing, reading, and listening.

Vocabulary

- ❏ sentence variety
- ❏ tone
- ❏ style
- ❏ voice

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems

- ❏ What sentence patterns are present/absent in this piece (essay/presentation/passage)?
- ❏ Does the piece address the needs/interests of the audience?
- ❏ Is the piece consistent in style and tone? How?

L 5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L 7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Vary sentence patterns for meaning, reader/ listener interest, and style.*
- b. Maintain consistency in style and tone.*

L 6.4

Standard: 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.
   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.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
   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 part of speech.
   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).

Anchor: Determine or clarify the meaning of unknown and multiple- meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Question(s)
- ❏ How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

Essential Skills
- ❏ Use context clues to derive word meaning
- ❏ Use Greek and Latin affixes and roots to derive word meaning
- ❏ Use reference materials to derive word meanings
- ❏ Use reference materials to determine correct pronunciation of words
- ❏ Verify word meaning

Vocabulary
- ❏ context clues
- ❏ root word
- ❏ affix
- ❏ prefix
- ❏ suffix
- ❏ consult
- ❏ reference materials
- ❏ thesauruses
- ❏ context

Criteria For Success (Performance Level Descriptors)

(No source level data)

Question Stems

- ❏ Based upon the use of the word in the sentence, what can you deduce the word_____means?
- ❏ Does the positioning of the word_____assist in determining meaning? Is an appositive clue provided?
- ❏ Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
- ❏ What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?
- ❏ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

L 5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas.**

L 7.4: 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.
   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.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
   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. 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

Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).

Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Question(s)
- ❏ How do I show I know how to use words accurately and effectively?

Essential Skills
- ❏ Interpret figurative language
- ❏ Utilize word relationships to clarify meaning
- ❏ Identify the explicit/direct meaning of a word (denotation)
- ❏ Identify the secondary meaning of a word (connotation)

Vocabulary
- ❏ figurative language
- ❏ similes
- ❏ metaphors
- ❏ personification
- ❏ nuances
- ❏ idioms
- ❏ relationship between words
- ❏ connotation
- ❏ association
- ❏ negative
- ❏ positive
- ❏ neutral

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems
- ❏ What is meant by the figurative expression_____?
- ❏ What type of figurative language is used?
- ❏ Although very similar in meaning, how do the words slightly differ in meaning?
- ❏ What is the relationship between these words?
- ❏ What is the explicit/direct meaning of the word?
- ❏ Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

L 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figurative language, including similes and metaphors, in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L 7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., personification) in context.
   b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (stingy, scrimping, economical, wasteful, thrifty).

L 6.6	**Standard:** 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.	**Anchor:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Question(s)

❏ What strategies will I use to learn and use words that are specific to the things I study?
❏ How can technology be used as a writing resource tool?

Essential Skills

❏ Identify, understand, and use general academic terms and phrases.
❏ Identify, understand, and use domain-specific terms
❏ Independently build vocabulary
❏ Apply vocabulary knowledge when considering words important to comprehension of expression.

Vocabulary

❏ academic words
❏ domain specific words
❏ vocabulary
❏ comprehension
❏ expression

**Criteria For Success
(Performance Level Descriptors)**

(no source level data)

Question Stems

❏ What is the meaning for the term_____?
❏ How would you use the academic word_____in a sentence?
❏ Can you give an example of how the word_____is used in different subject areas?
❏ The word_____is specific to what subject/domain?
❏ Why is it important to understand the meaning of the domain-specific word_____when studying this subject?
❏ What strategies do you use for identifying, understanding, and using high-utility academic words?

L 5.6: Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

L 7.6: 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.