

# MP1-4a Language Arts Portfolio

Content Area: **Language Arts**  
Course(s): **Lang. Arts 6 ACC**  
Time Period: **MP1-4**  
Length: **MP1-4**  
Status: **Published**

## Essential Questions

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- How am I progressing as a reader and writer?
- How can my performance be improved?

## Big Ideas

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### Anchor Standards

- AS.R.7-9      Good readers deduce meaning from text through interpretation and comparison.
- AS.R.10      Readers should continually challenge themselves to explore new literature and information text at increasingly complex levels.
- AS.W.7-9      Research requires the synthesis of ideas from a variety of sources and the presentation of those ideas in an original written interpretation.
- AS.W.10      Writers should continue to improve their craft through short reflections and long-term projects.
- AS.L.1-2      Demonstrating a command of Standard English is an essential life skill.
- AS.L.3      The function of the use of language varies based on context.
- AS.L.4-6      Various aspects language can be associated with academic, creative, and professional platforms.

**Core Reading:** Self-selected reading, Growth Mindset, Personal SMART Goals

**Core Writing:** Writers' journal and readers' notebook responses; collection of best works

**Supplemental Resources:** *Self-selected in various genres*, Assessment Data

**Technology:** Peer revision and evaluation, Google platform, file organization, electronic portfolio, online revision tools

## Technology Integration

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- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

### Activity:

Students will collect, review and analyze their year long writing collection, self-assess personal growth and skill development and use digital tools to revise, edit and improve their pieces in order to select best work for final cumulative electronic portfolios.

### Activity:

Discussions and various collaborative and independent activities related to the supplemental novels (*The Phantom Tollbooth* by Norman Juster, *Milkweed* by Jerry Spinelli, *A Wrinkle in Time* by Madeline L'Engle) in order to enhance the novels' plot, theme, and setting by making relevant literary connections and conducting guided research using digital tools.

## Enduring Understandings

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### Literature

- RL.6.9 [M] Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, scaffolding as needed.

## Informational Text

RI.6.9 [M] Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person).

RI.6.10 [M] By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding, as needed.

## Writing

W.6.2b [M] Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c [M] Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d [M] Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e [M] Establish and maintain a formal/academic style, approach, and form.

W.6.2f [M] Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4 [M] Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 [M] 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.

W.6.6 [M] Use technology, including the Internet, to produce and publish a minimum of three pages of writing as well as to interact and collaborate with others.

W.6.9b [M] Apply *grade 6 Reading standards* to literary nonfiction.

## Speaking and Listening

SL.6.1 [M] Engage effectively in a range of collaborative discussions (one-on-one and in groups) on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

## Language

L.6.1 Observe conventions of grammar and usage when writing or speaking.

L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.1e 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            Observe conventions of capitalization, punctuation, and spelling when writing.
- L.6.2a          Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b          Spell correctly.
- L.6.3            Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking.
- L.6.3a          Vary sentence patterns for meaning, reader/listener interest, and style/voice.
- L.6.3b          Maintain consistency in style and tone.
- L.6.4            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a          Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4b          Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- L.6.4c          Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4d          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.6.6            Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary.