Unit1-4a Language Arts Portfolio

Content Area: **Language Arts**
Course(s): **E/LA 6**
Time Period: **MP1-4**
Length: **MP1-4**
Status: **Published**

Essential Questions

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

Big Ideas

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

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

Supplemental Resources: *Self-selected in various genres*

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

CSDT Technology Connection

8.1.8DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

Enduring Understandings

Literature

RL.CT.6.8. Compare[,] and contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)] literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source

documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

Informational Text

RI.CT.6.8. Compare[,] and contrast [and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another] informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing

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

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

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

W.IW.6.2e [M] Acknowledge and attempt a formal/academic style, approach, and form.

W.IW.6.2f [M] Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning[,]; flexibly making [revising,] editing[, rewriting, or trying a new approach] and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

SL.PE.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.SS.6.1 Demonstrate command of the [conventions of standard] system and structure of the English [grammar and usage] language when writing or speaking.

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

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

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

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

L.SS.6.1e Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.6.3c Vary sentence patterns for meaning, reader/listener interest, and style/voice.

L.KL.6.3d 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.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.6.3a 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.VL.6.3b Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

L.VL.6.3c Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.VL.6.3d Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.VL.6.3e 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).