Unit 1-4a Language Arts Portfolio

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

Essential Questions

- 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, 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

CSDT Technology Integration

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 enchance the novels' plot, theme, and setting bu making relevant literary connections and conducting guided research using digital tools.

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] Establish and maintain a formal/academic style, approach, and form.

W.IW.6.2f [M] Provide a concluding statement or section that follows from 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.

Speaking and Listening

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.6SS.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.6.2a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2b Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.6.4a Interpret figures of speech (e.g., personification) in context.

L.VI.6.4b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.VI.6.4c Analyze the impact of a specific word choice on meaning and tone.

L.VI.6.4d Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).