Grade Level: 6
Subject: English Language Arts

Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a "guaranteed and viable curriculum." Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district is undertaking the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan's Grade Level Content Expectations (GLCEs).

During the 2008-09 school year, small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject "Essential Skills". Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.

The essential skills found within this document will be piloted in the 2009-2010 school year. Our teaching staff will provide on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups will re-assemble under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps will culminate in revisions for a final document.

It should be noted that as a subset of Michigan's Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State's course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html

Quarter 1

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			41		

Essential Skills Taught throughout the Year

| R.CM.06.01 | connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. | Students will be able to make personal connections to what they read. | Y | | show personal connections through journal entries, cooperative group discussions, and completing KWL charts | text theme personal knowledge dialogue imagery mood, |
| R.NT.06.04 | analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme. | Student will be able to understand the author's use of various literary devices. | Y | | journaling and reading logs, and will show mastery through quizzes. | point of view/perspective theme characters literary merit Structure |

Quarter 1

| R.NT.06.01 | describe how characters form opinions about one another in ways that can be fair and unfair in **classic** literature recognized for quality and literary merit. | Student will describe how characters in classic/contemporary literature form opinions about one another | 1 | 5 | group discussions, character webs, | narrative style purpose folk tale fantasy adventure action genre |
| R.NT.06.02 | analyze the structure, elements, style, and purpose of narrative genre in **folktales**. | Student will be able to recognize and understand the structure of different types of narrative writing | 1 | 5 | reading/writing in specific genres, students will answer comprehension questions, essay test, show competency using writing rubrics | elements style informational essay research reports |

Quarter 1

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			41		
						footnote homophones synonyms syntactic semantic analysis origins foreign words context clues idioms technical term literary term slang footnote bibliography appendix genre plot narrative theme imagery internal/external conflict persuasive comparative personal narrative
R.IT.06.01	analyze the structure, elements, features, style, and purpose of informational genre, in **essays**.	Student will analyze the structure of informational text.	1	5	oral and written summaries, completion of graphic organizers, research reports, and essays	
R.WS.06.02	use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.	Student will use the organization of words and sentences to figure out what a word means - context clues	1	3	practice word study worksheets, mastery of homophone worksheets, mastery of vocabulary quizzes	
R.WS.06.07	in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.	Student will be able to use reading strategies and prior knowledge to figure out the meaning of content specific words	1	3	participate in idiom game, literature term tests, demonstrate word knowledge through creative writing, demonstrate knowledge of context clues	
R.IT.06.03	explain how authors use text features inclding footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.	Student will understand an author's use of informational text features	1	5	Graphic organizers, written responses	

Quarter 1

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			41		
W.GN.06.01	write a cohesive narrative piece such as a **personal narrative, tall tale, or folktale** that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.	Students will write a narrative with issues of characters, plot, theme, and imagery that are consistent with the genre.	1	5	writtten narratives using genre specific rubrics/checklists	
W.GN.06.02	write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.	Student will be able to write personal, persuasive or comparative essays organizing key ideas.	1	10	use of rubrics and graphic organizers to produce essays	

Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			43		

Essential Skills Taught throughout the Year

R.CM.06.01	connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	Students will be able to make personal connections to what they read.	Y		show personal connections through journal entries, cooperative group discussions, and completing KWL charts	text theme personal knowledge dialogue imagery mood point of view/perspective theme charcaters literary merit Structure narrative style purpose folk tale fantasy adventure action genre elements informational essay research reports footnote imaginery
R.NT.06.04	analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.	Student will be able to understand the author's use of various literary devices.	Y		journaling and reading logs, and will show mastery through quizzes.	

Quarter 2

R.NT.06.01	describe how characters form opinions about one another in ways that can be fair and unfair in **classic** literature recognized for quality and literary merit.	Student will describe how characters in classic/contemporary literature form opinions about one another	2	5	group discussions, character webs,	
R.NT.06.02	analyze the structure, elements, style, and purpose of narrative genre in **fantasy**.	Student will be able to recognize and understand the structure of different types of narrative writing	2	5	reading/writing in specific genres, students will answer comprehension questions, essay test, show competency using writing rubrics	
R.IT.06.01	analyze the structure, elements, features, style, and purpose of informational genre, in **"how to" articles**.	Student will analyze the structure of informational text.	2	5	oral and written summaries, completion of graphic organizers, research reports, and essays	

Quarter 2

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			43		
W.GN.06.01	write a cohesive narrative piece such as a **fantasy** that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.	Students will write a narrative with issues of characters, plot, theme, and imagery that are consistent with the genre.	2	5	writtten narratives using genre specific rubrics/checklists	internal/external conflict themes climax quotations descriptive sequence chronological text patterns SQ3R metacognition comprehension communicate purpose engage
R.NT.06.03	analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.	Student will be able to understand the importance of dialogue to the elements of a genre.	2	5	Qoutation practice, written responses, graphic organizers to examine elements of genre.	
R.IT.06.02	analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.	Student will understand how different texts are organized	2	4	Venn Diagrams, graphic organizers, and outlines	
R.MT.06.02	plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.	Student will use strategies and processes to ehance reading comprehension - thinking about what you are reading.	2	7	journaling, quizzes, discussion groups, text notes,	
S.CN.06.01	adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.	Student will be able to speak to different groups of people and respond to questions	2	7	the use of tone assessed through teacher observation, peer evaluation, and presentations	

Quarter 3

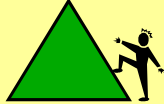| Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			45		

Essential Skills Taught throughout the Year

R.CM.06.01	connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	Students will be able to make personal connections to what they read.	Y		show personal connections through journal entries, cooperative group discussions, and completing KWL charts	text theme personal knowledge dialogue imagery mood
R.NT.06.04	analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.	Student will be able to understand the author's use of various literary devices.	Y		journaling and reading logs, and will show mastery through quizzes.	point of view/perspective theme characters literary merit Structure narrative style

Quarter 3

R.NT.06.01	describe how characters form opinions about one another in ways that can be fair and unfair in **multicultural** literature recognized for quality and literary merit.	Student will describe how characters in classic/contemporary literature form opinions about one another	3	5	group discussions, character webs,	purpose folk tale fantasy adventure action
R.NT.06.02	analyze the structure, elements, style, and purpose of narrative genre in **adventure**.	Student will be able to recognize and understand the structure of different types of narrative writing	3	5	reading/writing in specific genres, students will answer comprehension questions, essay test, show competency using writing rubrics	genre elements style informational essay research reports footnote

Quarter 3

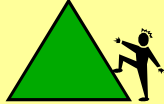| Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			45		
R.IT.06.01	analyze the structure, elements, features, style, and purpose of informational genre, in **research reports**.	Student will analyze the structure of informational text.	3	5	oral and written summaries, completion of graphic organizers, research reports, and essays	genre plot narrative theme imagery internal/external conflict summary narrative text informational text graphic organizers climax theme plot rubrics voice purpose rubric checklist revise coherence voice, sentence fluency, focused ideas, word choice , organization, conventions
W.GN.06.01	write a cohesive narrative piece such as **an adventure** that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.	Students will write a narrative with issues of characters, plot, theme, and imagery that are consistent with the genre.	3	5	writtten narratives using genre specific rubrics/checklists	
R.CM.06.02	retell through concise summarization grade-level narrative and informational text.	Student will be able to summarize narrative and informational text	3	5	summarize text through journaling, group discussions, group summaries, and retelling performances	
W.PR.06.02	apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).	Student will be able to use many pre-writing strategies for narrative and informational writing.	3	5	use of graphic organizers and rubrics to develop prewriting strategies	
W.PR.06.03	revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.	Student will be able to revise a rough draft	3	7	peer editing, self editing and rubrics to revise	

HPS Scope Sequence
DRAFT Aug. 2009
Grade 6
ELA / Quarterly

Quarter 3

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			45		
W.PR.06.04	draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.	Student will be able to write a rough draft using voice, appropriate word choice, and sentence variety.	3	8	utilize rubrics and graphic organizers to assess voice, appropriate word choice, and sentence variety.	

Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			43		

Essential Skills Taught throughout the Year

R.CM.06.01	connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	Students will be able to make personal connections to what they read.	Y		show personal connections through journal entries, cooperative group discussions, and completing KWL charts	text theme personal knowledge dialogue imagery
R.NT.06.04	analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.	Student will be able to understand the author's use of various literary devices.	Y		journaling and reading logs, and will show mastery through quizzes.	mood point of view/perspective theme characters literary merit

Quarter 4

						Structure narrative style purpose folk tale fantasy adventure action
R.NT.06.01	describe how characters form opinions about one another in ways that can be fair and unfair in **contemporary** literature recognized for quality and literary merit.	Student will describe how characters in classic/contemporary literature form opinions about one another	4	5	group discussions, character webs,	
R.NT.06.02	analyze the structure, elements, style, and purpose of narrative genre in **action stories**.	Student will be able to recognize and understand the structure of different types of narrative writing	4	5	reading/writing in specific genres, students will answer comprehension questions, essay test, show competency using writing rubrics	genre elements style informational essay research reports footnote
R.IT.06.01	analyze the structure, elements, features, style, and purpose of informational genre, in **research reports**.	Student will analyze the structure of informational text.	4	5	oral and written summaries, completion of graphic organizers, research reports, and essays	genre plot narrative theme imagery

Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			43		
W.GN.06.01	write a cohesive narrative piece such **poetry** that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.	Students will write a narrative with issues of characters, plot, theme, and imagery that are consistent with the genre.	4	5	writtten narratives using genre specific rubrics/checklists	internal/external conflict research resources analyze perspectives pronouns verbs adjectives adverbs comparatives & superlatives conjunctions compound sentences independent and dependent clauses introductory phrases quotation marks underlining and italics research resources problem solution evaluate active listening
W.GN.06.03	formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.	Student will be able to create research question and using resources present a final written project.	4	10	develop a written research question with resources and present possible solutions	
W.GR.06.01	in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.	Student will be able to use punctuation and grammar correctly in their writing.	4	5	daily oral language, tests, worksheets, quizzes, written pieces	
S.DS.06.04	plan a focused and coherent informational organizational pattern(e.g., problem/solution sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.	Student will develop research questions using multiple resources to explore problems and pose solutions.	4	5	graphic organizer for oral presentation	

Quarter 4

Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			43		
L.CN.06.01	respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.	Listen to and evaluate a variety of speeches	4	3	Students will demonstrate the ability to evaluate communication through videos, response rubrics, and teacher observations	