

Essential Standards and Course Descriptions

Grade 6 Language Arts

Hortonville Middle School | Greenville Middle School

The following document has been created with our parents in mind. The purpose is to communicate with parents related to the 'essential standards' being taught for every subject and in every grade level. Included is also a brief course description written by a collaborative team of teachers representing both middle schools. As a school district, we believe very strongly that although we have two unique middle schools, both schools must ensure a guaranteed and viable curriculum. What this means is that the same 'essential' learning being taught at HMS will also be taught at GMS to ensure that EVERY student, regardless of enrollment, will be prepared to enter Hortonville High School having learned prioritized academic and behavioral expectations.

What is an 'essential standard'? Every school district adopts academic standards for every area of study. The Hortonville Area School District is no different. Unfortunately, not all standards are created equal. This means that some standards have been predetermined by the teaching faculty as most critical or 'essential' for students to learn and demonstrate before moving on to the next grade level. These standards are assessed and reported out to parents on progress reports (formerly called report cards). We sometimes call these our 'must know' standards. This is not to say that all other standards, or 'nice to know standards', are not covered, but they may not be covered to the same level as our 'essential standards'.



Below you will find a listing of courses taught at the 6th grade level in the Hortonville Area School District. Included will also be a brief course description and the 'essential standards' assessed. If you should ever have any questions, we strongly encourage parents to contact our faculty members early and often.

Subject: 6th Grade Language Arts

Course Description: In a block setting ELA is a combination of reading and writing. Quality literature is shared with emphasis on science fiction, traditional literature, fantasy, biographies, and realistic fiction. These genres are carried over into the writing to create a natural flow of genres across the curriculum. Students build stamina in both reading and writing. Books, journals, reading notebooks, word study, and reflections support the skills of analyzing, inferencing, and citing evidence to describe how a plot develops as well as characters. Reading stamina builds a strong writing foundation. Students explore figurative language, pronoun usage, and word meaning as they are used in text. These experiences build an appreciation and awareness for reading and writing.

Essential Standards Taught:

○ **W.6.10**

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

Writing

Range of Writing

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

Corresponding College and Career Readiness (CCR) Anchor Standard

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 tasks, purposes, and audiences.

○ **RL.6.1**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading: Literature

Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Corresponding College and Career Readiness (CCR) Anchor Standard

1. 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.

○ **RL.6.3**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Reading: Literature

Key Ideas and Details

3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Corresponding College and Career Readiness (CCR) Anchor Standard

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

Conventions / Parts of Speech

○ **L.6.1**

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

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Ensure that pronouns are in the proper case (subjective, objective, possessive).
3. Use intensive pronouns (e.g., *myself*, *ourselves*).
4. Recognize and correct inappropriate shifts in pronoun number and person.*
5. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
6. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

○ **RL.6.4**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Reading: Literature

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Corresponding College and Career Readiness (CCR) Anchor Standard

4. 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.