



Literacy - Grade 6

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students will use reading strategies skills of prediction, inference, compare and contrast, context to self-world- text, summarize, visualize, question and evaluate to demonstrate comprehension and fluency while reading a text of literature to meet the developmental levels of the sixth grade. Also, an emphasis on literary elements will be included in the curriculum to aid in comprehension of text. These texts include stories, dramas, and poetry along with informational text with emphasis in history and science.

Enduring Understandings:

- Reading a variety of complex texts from different genres and create an understanding of different cultural perspectives.
- Quoting accurately from informational and literature texts helps readers construct viable arguments.
- Drawing on key details and noticing patterns in text structure helps readers determine what the text says in literature and informational text.
- Noticing patterns and drawing on key details helps readers to develop theories about themes and story elements.
- Analyzing and describing the narrator's or speaker's point of view develops a reader's objectivity.
- Comparing and contrasting texts on the same topic supports readers in their ability to report on a topic knowledgeably.
- Determining the meaning of unknown words and phrases supports reader's vocabulary acquisition.
- Organizing writing using a logical progression as well as words and phrases that connect ideas supports writers ability to communicate ideas clearly.
- Using a variety of writing techniques in fiction and non-fiction writing helps writers to develop their story for the audience.
- Researching on topics supports readers ability to understand text more deeply and supports writer's ability to prepare text for their audience.
- Demonstrating command of the conventions of standard English grammar and usage when writing or speaking supports writer's ability to communicate clearly and effectively.
- Engaging in a wide range of collaborative discussions supports readers in reporting on a topic or text and/or present opinions.

READING - LITERATURE

- I can cite textual evidence to support analysis of what the text says explicitly. (RL.6.1)
- I can cite textual evidence to support inferences drawn from the text. (RL.6.1)
- I can determine themes or central ideas using details from the text. (RL.6.2)
- I can provide a summary of a text by withholding personal opinions and judgements. (RL.6.2)
- I can describe how the plot of a story or drama unfolds in a series of episodes. (RL.6.3)



READING - LITERATURE (continued)

- I can describe how a character responds and changes as the plot unfolds toward a resolution. (RL.6.3)
- I can determine meanings of figurative words and phrases in a text. (RI.6.4)
- I can determine connotative meanings of words and phrases in a text. (RI.6.4)
- I can analyze the impact of specific word choice on meaning and tone of a text. (RL.6.4)
- I can analyze how sentences, chapters, scenes, or stanzas contribute to the development of theme, setting, or plot. (RL.6.5)
- I can explain how the author develops the point of view of the narrator or speaker in a text. (RL.6.6)
- I can compare and contrast the experience of reading a text with seeing or hearing a performance of the text. (RL.6.7)
- I can compare and contrast different genres of texts and their approaches to similar themes and topics. (RL.6.9)
- I can read and comprehend grade-level literature including stories, dramas, and poems. (RL.6.10)

READING - INFORMATIONAL TEXT

- I can cite textual evidence to support analysis of what the text says explicitly. (RI.6.1)
- I can cite textual evidence to support inferences drawn from the text. (RI.6.1)
- I can determine the central idea of a text by conveying particular details. (RI.6.2)
- I can provide a summary of the text distinct from personal opinions or judgements. (RI.6.2)
- I can analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. (RI.6.3)
- I can determine meanings of figurative words and phrases in a text. (RI.6.4)
- I can determine connotative meanings of words and phrases in a text. (RI.6.4)
- I can determine technical meanings of words in a text. (RI.6.4)
- I can analyze how a particular sentence, paragraph, chapter, and section fits into the structure of a text and how it contributes to the development of the ideas. (RI.6.5)
- I can determine the author's point of view and explain how it is conveyed in the text. (RI.6.6)
- I can integrate information presented in different media, formats, and words to develop a coherent understanding of a topic or issue. (RI.6.7)
- I can trace and evaluate an argument and claims in a text. (RI.6.8)
- I can distinguish between claims that are supported by evidence and those that are not. (RI.6.8)
- I can compare and contrast one author's presentation of events with that of another. (RI.6.9)
- I can read and comprehend grade-level literary nonfiction. (RI.6.10)



WRITING

- I can introduce claims and evidence for an argument and organize reasons clearly. (W.6.1.A)
- I can support claims with clear reasons and relevant evidence for an argument. (W.6.1.B)
- I can use credible sources for an argument and demonstrate an understanding of the topic or text. (W.6.1.B)
- I can use words, phrases, and clauses to clarify relationships among claims and reasons for an argument. (W.6.1.C)
- I can provide a concluding statement or section from the argument presented. (W.6.1.E)
- I can introduce a topic for an informative text. (W.6.2.A)
- I can organize ideas, concepts, and information in an informative text using strategies such as definition, classification, comparison/contrast, and cause/effect. (W.6.2.A)
- I can include formatting, graphics, and multimedia to aid comprehension of informational text. (W.6.2.A)
- I can develop a topic with relevant facts, definitions, concrete ideas, quotations, or other information and examples in an informative text. (W.6.2.B)
- I can use appropriate transitions in an informative text to clarify relationships among ideas and concepts. (W.6.2.C)
- I can use precise language and domain specific vocabulary in an informative text to inform about and explain the topic. (W.6.2.D)
- I can provide a concluding statement or section for an informative text that follows the information or explanation presented. (W.6.2.F)
- I can engage and orient the reader in a narrative by establishing a context and introducing a narrator and/or characters. (W.6.3.A)
- I can organize an event sequence in a narrative that unfolds naturally and logically. (W.6.3.A)
- I can use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and characters. (W.6.3.B)
- I can use a variety of transition words, phrases, and clauses in a narrative to convey sequence and signal shifts from one time frame or setting to another. (W.6.3.C)
- I can use precise words, phrases, descriptive details, and sensory language in a narrative to convey experiences and events. (W.6.3.D)
- I can provide a conclusion for a narrative that follows the experiences and events. (W.6.3.E)
- I can produce clear and coherent writing in which the style is appropriate to task, purpose, and audience. (W.6.4)
- I can develop and strengthen my writing by planning, revising, editing, rewriting, and trying a new approach with guidance and support. (W.6.5)
- I can use technology to produce and publish writing. (W.6.6)



WRITING (continued)

- I can conduct short research projects to answer a question. (W.6.7)
- I can draw on several resources when conducting research. (W.6.7)
- I can gather relevant and credible information from multiple print and digital sources. (W.6.8)
- I can quote or paraphrase the data and conclusions of others while avoiding plagiarism. (W.6.8)
- I can provide basic bibliographic information for sources. (W.6.8)
- I can draw evidence from texts to support analysis, reflection, and research. (W.6.9)

LANGUAGE

- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.6.1)
- I can demonstrate standard rules of capitalization. (L.6.2)
- I can demonstrate standard rules of punctuation. (L.6.2)
- I can demonstrate standard rules of spelling. (L.6.2)
- I can vary sentence patterns for meaning, reader/listener interest, and for style. (L.6.3.A)
- I can maintain consistency in style and tone. (L.6.3.B)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L.6.4)
- I can interpret figures of speech in context. (L.6.5.A)
- I can use the relationships between particular words to better understand each of the words. (L.6.5.B)
- I can distinguish among the connotations of words with similar denotations. (L.6.5.C)
- I can acquire and accurately use grade-level general academic and domain-specific words and phrases. (L.6.6)

SPEAKING AND LISTENING

- I can come to discussions prepared, having read or studied required material. (SL.6.1.A)
- I can follow rules for collegial discussions. (SL.6.1.B)
- I can explain how information presented in diverse media and formats contribute to a topic, text, or issue under study. (SL.6.2)
- I can delineate a speaker's argument and specific claims. (SL.6.3)
- I can distinguish claims that are supported by reasons and evidence from claims that are not. (SL.6.3)
- I can present claims using descriptions, facts, details, and examples in a presentation to emphasize important points. (SL.6.4)



SPEAKING AND LISTENING (continued)

- I can present to an audience using appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)
- I can include multimedia components and visual displays in presentations to clarify information. (SL.6.5)
- I can adapt my speech to a variety of contexts and tasks. (SL.6.6)
- I can demonstrate command of formal English when indicated or appropriate. (SL.6.6)